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Contents

SUPERVISORY HELPS: WHAT A TEACHER DESIRES OF A PRINCIPAL . . .	<i>Esther Sellie</i>	451
DICTATORSHIP FOR A DAY: PIERSON HIGH'S PROJECT . . .	<i>E. Raymond Schneible</i>	456
INCREASED READING SKILLS: WHAT FOUR WEEKS CAN DO	<i>Nina M. Cloyd</i>	460
BOOK LISTS THAT MEET 5 MAJOR ADOLESCENT NEEDS	<i>Willard A. Heaps</i>	462
AT THE TIME OF THE CASE OF PRONOUNS	<i>George H. Henry</i>	465
A BLOOD TRANSFUSION FOR THE P.T.A.	<i>J. R. Shannon</i>	468
WHAT DISCIPLINE FOR AMERICAN YOUTH?	<i>John Carr Duff</i>	471
THE MAN WITH THE BROOM	<i>John W. Miller</i>	476
YOUNG MAN WANTED: A SENIOR YEARBOOK IDEA	<i>Justin B. Goldfarb</i>	478
GEOMETRY COUP: REASONING ON CURRENT PROBLEMS	<i>Kenneth B. Henderson</i>	481
OLD SOBER-FACE	<i>Godfrey M. Elliott</i>	483
WHAT JUNIOR-HIGH-SCHOOL PUPILS THINK OF THEIR CLUB PROGRAM	<i>Joseph C. Keifer</i>	485
THE CASE OF PETER GALLAGHER—A PUPIL CASE HISTORY . . .	<i>May F. McElravy</i>	490
ARSENAL HIGH SCHOOLS' DEMOCRATIC GUIDANCE PLAN	<i>Hanson H. Anderson and J. Fred Murphy</i>	493

Departments

IDEAS IN BRIEF	474	EDITORIAL	496
THE EDUCATIONAL WHIRL . . .	488	SCHOOL LAW REVIEW	498
SCHOOL NEWS DIGEST	495	BOOK REVIEWS	500

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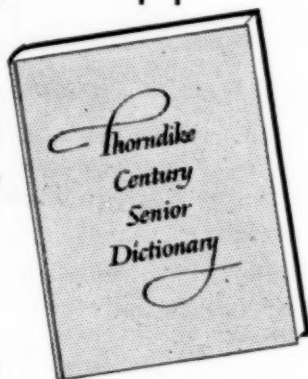
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THE CLEARING HOUSE

A journal for modern junior and senior high schools

VOL. 15

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SUPERVISORY HELPS:

Here are the things which a junior high school teacher desires of his principal

By ESTHER SELLIE

IN RECENT YEARS educators have recognized that supervised schools show definite gains toward improvement in class instruction. We teachers in the past have not demanded this supervision on the part of our principals—in fact, we have often clearly resented it. We have been satisfied if our principal has created a smoothly running machine through the handling of his office or through the selling of himself to his superiors or to his community.

We teachers have been perfectly contented as long as the principal has let us go on our merry way and too often have been pleased if he hasn't interfered with our pet theories. But the reason for that lack of demand is due to the fact that the supervision has been of an inferior character. We

are now beginning as a group to see where guidance can be stimulating and attractive because of kindly, helpful suggestions that produce results.

All teachers expect, first of all, that their principal should emerge above all clerical work and above all administrative duties or back slapping in order to find the time to be a supervisor.

Research studies report that most principals spend about 34 per cent of the day in administrative and clerical duties and only 15 per cent for supervision. Only 15 per cent of a principal's school day on the most significant phase of his work is not enough. There is no virtue in a principal's keeping records, in controlling the passage of pupils through corridors, or in checking on overflow of study halls when a part-time secretary can do that as well, or perhaps better, because that may be all she has on her mind. Some authorities have suggested that supervision of instruction warrants the devoting of 60 per cent of a principal's energies. That means at least four hours a day. How many principals today spend four hours daily on improving the instruction of teachers in service?

A wise principal administers the school so that good teaching is possible and does not allow office detail to monopolize his valuable time. I expect my principal to sub-

—♦—

EDITOR'S NOTE: *This article concerns not only the technique of supervision—but also the etiquette and the art thereof. The author is not concerned with the generalized theories of supervision, but with the practical points applicable right now in the classroom and the conference room. Miss Sellie gives principals an insight into the teacher's point of view on supervision—but her statements are of equal interest to other teachers. The author teaches in the Wallace Junior High School, Waterloo, Ia.*

ordinate his administrative duties to his real responsibility—that of leading teachers to the steady, continuous improvement that will prove of benefit to the pupils as well.

In order that he be fully informed of my abilities or of my activities, I expect my principal to make supervisory visits to my classroom. Like every other important activity, the observation of a class activity needs careful preparation. At the first of the year, the teachers should be informed what the principal's general purpose in making a class visit is; then the principal should proceed to demonstrate that he is actually following his expressed intention. When my principal enters my class, I expect him to have definitely in mind what his purpose is and what he is going to do with the information obtained.

I also expect him to realize that I am an individual different from the teacher across the hall and to prove that he has spent some time on suggestions that are specific in my case. It is well that he enter the room inconspicuously, calmly, and registering the feeling that he will here see something challenging. I wish him to show by his manner that he realizes that I am the hostess and that he is the guest who is required by courtesy not to be conspicuous, not to act bored, or show signs of disapproval. If he has any suggestion, even though pertinent, I prefer that it be postponed until after class, unless I ask him particularly to contribute to the discussion.

There is no excuse at any time for his interrupting for disciplinary purposes. A teacher must have the respect of his pupils and that must not be endangered by a principal's acts. If the principal's mood that day is owly or unsympathetic, the visit should have been postponed.

During the visit the principal should keep his purpose constantly in mind so that he will not allow some dramatic situation in the classroom to sway his judgment. I wish him to visit long enough or to come often

enough to see my work in its entirety or to see the unit's continuance.

When he leaves, I expect some courteous remark just as a hostess expects some remark from me when I leave her home. He can find something pleasant to say no matter how badly things have gone. I do not expect him at that moment to give me constructive criticisms, because worthwhile suggestions will require more thought than he has been able to give to them in the classroom.

After a principal has made a formal visitation or a series of visits, I wish to have a conference with him. It need not be a formal conference; perhaps it is much better to meet informally. I would appreciate it if he dropped in some time when I did not seem to be too busy—if there is such a moment at school—or when I seemed as relaxed as I can expect to be in the teaching profession.

Perhaps a miracle could be performed and he could excuse me from half of my class period and have a conference then. And since I am partial to it, a cup of coffee might put me in a better frame of mind. It has been suggested by some authorities that a principal avoid a strange environment for a conference. A bite to eat is no strange environment to me.

The first thing I want him to say is something complimentary with the proper amount of sincerity and then let me express my opinion about my procedure during his visit, *before he does*. I want to talk too. From my voluntary remarks he should surely get much information that he wishes about my adherence to educational principles. After that, he may ask what questions he wishes.

Questions are better than suggestions. I can probably catch on fast enough what his questions lead to, but I still prefer them. The questions, however, must be about my teaching process and not about me. I don't want to be on the defensive—there is no

surer way to close my mind. If by his questions a principal can lead us teachers to express the idea that he wishes expressed, it is well, since most of us will be gullible enough to think that it was our original idea. We will therefore firmly believe in it.

When I must be corrected, I want my principal to stress the better way of doing a thing rather than the poorer way in which I did it. His training and experience should make him fit to criticize constructively, or he has no right to occupy the place of a principal.

Then before I leave this conference it may be well to summarize informally what has been discussed so that I may more clearly understand what is considered to be a sound procedure. Then if the coffee has been good, and incidentally the suggestions, rest assured that I shall ask for the conference the next time.

And speaking of coffee, why aren't teachers' meetings started off with some cups of it, preferably imbibed in the most attractive room in the building? This is important since most meetings—and teachers seem to prefer them so—are held at 4:15 when my intelligence seems to be at its lowest ebb. It is well to create relaxation. The informality created will do much to open our minds to the business of the day.

But, when our minds are open and receptive, we wish something worthwhile to put into them. I know we need to reach an agreement on the meaning and purposes of education, but I wish it to be done as inoffensively as possible. Our principals repeatedly warn us not to do all the talking but let the class direct its own activity cooperatively whenever possible. Has anything like that really been tried in a teachers' meeting? Conducting teachers' meetings will reveal a principal's expert ability. There he has a chance to do to us what he preaches should be done by us to our pupils.

I positively object to my time in meetings being taken up by reading aloud public

notices that should be in bulletins. I occasionally read the bulletins that are sent me, unless they come in when I'm tremendously busy and so go to rest peacefully in the upper-left-hand drawer of my desk. But I usually run across them later, when I'm looking for something else, and so read them.

Teachers' meetings that have been well planned, perhaps cooperatively by a committee of working people, are anticipated by professional teachers. Teachers desire to get help from these meetings, want a wider outlook on education, and seek direction for professional growth. But since, for lack of knowledge, our wants are often indefinite, we'll acknowledge that we need to be led toward that satisfaction by a professionally-minded principal. It is a good suggestion that the pupils in our classroom should propose purposes, or at least understand, approve, and adopt as their own the teacher's purpose. Why should not we teachers then propose purposes, or at least understand, approve, and adopt our principal's purpose in teachers' meetings?

I desire that my principal remember that every teacher is a composite of numerous virtues and defects. There are many reasons to say that the principal should concentrate on the virtues; abundant virtues make the weaknesses small enough that they may be ignored. It is well that no fault should even be mentioned by the principal until he has a suggestion for its correction.

Supervision need not be a correction of faults, but it can be a vision of what education should be, and of the means that will make the end possible. Attention should focus on the future rather than on past performance. Constructive supervision not only replaces the poor practices with better ones, but it also seeks a steady growth of the activities already well done. A principal should lay primary emphasis on making a teacher conscious of the strengths he has, making him cognizant of those things that

give promise of an ability to do rather well. He can leave it to the teacher to become aware of any weakness, or lead him subtly to discover it if he should not by himself.

Confucius, the real one, once said that "A man of noble mind seeks to perfect the good in others and not their evil", or as the less quoted Apostle Matthew said, "A good man out of the good treasure of his heart bringeth good things." What better rule could a principal follow? His important business is to find the good and to promote its growth with the least restraint or stifling of personality. A good athletic coach seeks to find the strong points in his squad and capitalizes on them. A principal, I think, should be as skilled as an athletic coach and make such assignments as are most likely to bring success among his teaching talent.

This concentration on the growth of strengths will bring its reward in happier personalities in both teacher and principal. A teacher does his best work in the presence of a supervisor who is known to be looking for the good.

Not only does the principal insure growth by emphasizing strengths; he also seeks to inspire growth in professional effectiveness. It is a well-known fact that many teachers never study a professional book intelligently unless it is suggested to them. That encouragement is the responsibility of the principal. But the blind cannot lead the blind. It is futile to think that an unprofessional principal can produce professionally-minded teachers. I expect my principal to have enough professional training in his background to have a better, sounder philosophy than I have so that he can inspire confidence when I wish advice.

A principal needs to be informed of recent professional books—and he must have read them intelligently. It does not take teachers long to discover a lack of professional reading in their principals.

Professional growth is assured not only by reading but also by the opportunity to do

extra work along professional lines, such as giving speeches, conducting research, or directing extracurricular activities. All principals should make a careful consideration of what jobs fit teachers' abilities and personalities, and but having once set them at a job, a principal should have absolute trust in their ability to do it and should allow a freedom of action. The ultimate goal should be clearly understood and then minor questions of procedure may be decided by the teacher without feeling that the principal's sanction must be secured.

I do not desire my principal to step in to do my share in an appointed project, no matter how much more efficiently he may be able to do it. Why does a principal allocate the so-called responsibility if he intends to do the job anyway? A principal can show his interest in informal discussions or by suggestions of good reading material that he has found—tactfully supposing that the teacher just accidentally may have overlooked it in his wide reading on the subject.

A wise principal gives his teachers responsibilities, not because he has the power to compel such acts, but because he realizes that such responsibilities insure growth as perhaps nothing else will. Every successful accomplishment will lead to a steady increase in power in the future. However, too much work should not be apportioned to the good teachers. Perhaps such capable teachers can be relieved of some of the routine work while they work on projects. Overwork should not be made a penalty for good work.

Not only does a supervising principal attempt by all possible means to promote the growth of his teachers—he also endeavors to achieve that advance through the practice of democratic procedures.

A principal worthy of his profession exemplifies the spirit of democracy in his supervision. It is preferable that he should not talk too much nor give too many

speeches about democracy—the term is often used as a smoke-screen by executives whose actions are dictatorial.

Real democratic ideals can be shown in no better place than among those who work in the schools. Democratic ideals imply that all teachers and their superiors have a responsibility in common for making education effective for the good of the pupil. A teacher should have an important voice in determining the objectives of learning and in determining the means to acquire these goals—understanding, of course, that he is merely one of a group of responsible teachers who depend in large measure upon cooperation.

Then, too, it is a foregone conclusion that no program can be most successfully administered unless it is both thoroughly understood and heartily supported. Nothing can contribute so much to both understanding and support as participation in formulating that program. Then in the carrying out of the plan, let the teachers see that their

cooperative suggestions were heeded and valued. Nothing is so disheartening or dissatisfying as to expend energies in planning and then have the plans dictatorially disregarded. I expect my principal, because of his professional and scholastic training, to give constructive suggestions to add to mine—and to use my ideas as a base for growth because he knows that to disregard them means my stagnation.

Reflection, patience, tolerance, a willingness to compromise and temporarily seek a middle road, a respect for personality, a readiness to learn from and be convinced by his subordinates are the democratic qualities I wish in my principal.

We teachers will inevitably welcome the best type of supervision—the kind that is adjusted to the needs and personality of the individual, the kind that is considerate, skilfully administered and democratic—the true type that contributes effectively to the happiness and growth of the impressionable pupils put in our care.



School Entrance: "Door to Which I Found No Key"

By L. B. JOHNSON

No feature of public buildings fascinates me more than their entrances. No, not even the city-hall rotundas, the disproportionate consumption of spittoons, or the process of promotion through which low-grade morons gain possession of information desks.

Architects, having devised noble pillars of rich marble and poor cement, seem challenged to plan a worthy approach. This usually takes the form of more steps than any right-minded American climbs in a normal life-time. These steps are so broad that no one goes straight up or down them; we make an oblique progress from one corner toward the center door.

That center door is invariably locked. Of the six doors which flank it, five are also locked. The game

is to find the sixth in less than six tries. To eliminate the practice-factor, the door to be left unlocked is changed on alternate Thursdays. Also, by some mysterious arrangement, the catch on the unlocked door is so stiff that it too seems locked.

Realizing that use of such an entrance would cut appreciably into the effectiveness of civil service, the architects then plan a simple, but concealed entrance for those who work in the building. The offices are laid out with this latter approach in mind. Any user of the formal entrance is hopelessly lost as soon as he gets inside.

Many school buildings show the influence of this tradition. "Boys", "Girls" and "Teachers" all have special doorways, leaving the main portal to the writer and a few wandering bookmen. Like the "swift couriers" of the New York post office, the bookmen seem to get through. That leaves only the writer, mumbling into his (Gertrude) Stein, "A door is a door is a door."



EDITOR'S NOTE: Mr. Johnson is editor of the New Jersey Educational Review, Trenton, N. J.

DICTATORSHIP *for* a DAY

Pierson High School celebrates Bill of Rights Week with a dramatic demonstration of Fascism in action

By E. RAYMOND SCHNEIBLE

THIS ARTICLE does not purport to be an educational thesis. It is but the explanation of how one high school, in its observance of Bill of Rights Week, sought to "instill into the minds of such pupils the purpose, meaning, and importance of the bill of rights articles in the federal and state constitutions"¹

Pierson High School, like other American high schools, has taught in traditional manner the provisions of the Bill of Rights for many years. Its student body is composed of boys and girls typical of modern youth. They have studied history and possess average information concerning the struggle for independence, the adoption of the Constitution, and the passing of the first Ten Amendments. However, the acquisition of historical facts, memorization of historical events, and the comparing and

EDITOR'S NOTE: "Dictatorship Day" at Pier-son High School was very definitely a "life situation"—and a "pupil experience" that will not be forgotten soon. As the event received international publicity on and after February 21, when it was held, Mr. Schneible reports that he has had to answer personally hundreds of letters and telegrams "from persons in divers walks of life, and from nearly every state". In this article the author gives a fuller account than was carried on the news-service wires, and covers some of the points about which information was asked in letters from school people. Mr. Schneible is principal of Pier-son High School, Sag Harbor, Long Island, N.Y.

contrasting of great political movements, while important in the learning process, do not always result in complete social understanding. Knowledge of personal rights and privileges, with subsequent enjoyment thereof, does not necessarily indicate complete understanding of their importance. The clamor for "personal freedom" after the adoption of the Eighteenth Amendment is illustrative.

We of the Pierson faculty are of the opinion that our pupils have accepted freedom of speech, freedom of the press, freedom of assembly, and the other privileges of the American way of living as natural heritages. In short, our pupils have taken Democracy for granted to about the same degree as have the pupils in other American high schools.

Confronted with the problem of formulating a program for the observance of Bill of Rights Week, the faculty considered the following proposal: Would freedom of the press, freedom of speech, and the other constitutional privileges guaranteed by the Bill of Rights Articles take on new meanings and importance in the minds of our pupils if they were to experience a day during which these rights were denied them? Cognizant that such an activity would lead to a radical departure from traditional school methods, the faculty, with unanimity of thought, included a "Dictator Day" in its program.

The final program, as outlined by the faculty, provided for the following:

1. An intensive review of subject matter

¹New York State Education Law, Chapter 717, Article 52-a.

with integration of work in English, history, and the social studies, the objective being to build up the historical background and to familiarize the pupils with the provisions of the "Magna Carta" and the events and circumstances leading to the ratification of the first Ten Amendments.

2. Assembly dramatization, by members of the senior class, of "court of justice" procedures possible in any country—including the United States—where the citizens are unprotected by a Bill of Rights.

3. Creation, for one day, of "Me-Tamia", a mythical school-state ruled by a dictator. "Me-Tamia" would be modern and streamlined. It would possess "secret police", "troopers", "courts of justice", "concentration camps", and be rich in "totalitarian culture". The Ministry of Education would revise and purge the textbooks of all "proven fallacies". Young "Me-Tamians" would be told what to believe. Above all, "Me-Tamia" would have NO Bill of Rights.

The integrated classwork of the first three days sought to obtain the following objectives: (1) Familiarity with the historical background deemed essential to appreciation of the proposed activities, (2) Realization of the existence of guaranteed rights and privileges which can be maintained only so long as the document providing them remains in force, (3) Awareness of forces, within the boundaries of our country, tending to destroy this document, (4) Knowledge of the brutal aggressiveness and the untrustworthy ideologies of the totalitarian states. We taught Democracy. We stressed Democracy. We made no pretense other than to indoctrinate American youth with pure, undiluted Democracy.

The assembly program, written and presented by members of the senior class on Thursday afternoon, depicted a court in "Me-Tamia" where a totalitarian judge meted out totalitarian justice. There was no jury and the sentences followed no definite prescription of law. Arrests were made

for playing cards in a private home—the charge being "assembly without consent of the State". A "widow" whose son had proclaimed himself a Democrat was charged with publicly showing remorse over his "liquidation"—the remorse clearly proving sympathy for the same cause.

With a small portable radio as evidence could there be any question but that an old couple had been listening to a "foreign broadcast"? There was none. Several were "purged" for criticising the "State". All arrests shown in the assembly were for acts which are considered crimes under totalitarianism but are personal privileges granted by our own Bill of Rights.

At the conclusion of the senior assembly, we announced the proposed day of "Dictatorship" to be held on the morrow. The pupils readily agreed to cooperate in the experiment and consented to live, for one day, in a school-state governed by authoritarian law. The pledge to mythical "Me-Tamia" was taken with mock solemnity.

The assembled "Me-Tamians" were then made acquainted with the following edicts:

1. All rights and privileges granted under the Bill of Rights are hereby canceled.
2. Permission to attend religious instruction is revoked. (Pupils are excused to attend sectarian church schools each Friday afternoon.)
3. Strict silence is to be observed in passing from one classroom to another.
4. The use of lipstick, nail polish, and the curling of hair is forbidden.
5. Congregating at drinking fountains shall constitute unlawful assembly.
6. All male citizens are to wear neckties. Sweaters and open-front sport shirts are forbidden.
7. Deputies (teachers) of the Dictator are authorized to demand lunch at homes of their own choosing. (The intent of this edict being to focus attention on that section of the Bill of Rights which specifically prohibits the billeting of soldiers in private homes.)

8. The State, having intense interest in the welfare and education of its youth, demands that all believe in the Me-Tamian Dogma which has been formulated by the Ministry of Education. (Excerpts: All persons under the age of twenty-one years are of unsound mind and not capable of making decisions for themselves; Me-Tamians are of pure blood and can prove their ancestors ruled the World during the Devonian Period; America was discovered in 1491 by Apollo, a Me-Tamian.)

9. Governmental machinery has been set up to enforce the foregoing regulations. "Secret police", "SS Troopers", and convenient courts will cater to violators.

At 8:15 on Friday morning the Me-Tamians began to arrive at the school. Faculty members, the dictator's deputies, were on hand wearing red crepe-paper bands bearing a white circle, ready to rule and to regulate. The "SS Troopers", members of the band in their red and black military uniforms, were stationed at traffic centers, stairways, and other strategic points in the halls, and they unhesitatingly exercised their newly-gotten authority. For many the distance between entrance door and homeroom seemed drastically shortened. Loiterers were hurried and conversationalists were silenced. In the homeroom the "Secret police" zealously began spying on their classmates.

By 8:30 the "government" was functioning smoothly. The police lost no time in reporting offenders. The troopers made arrests and arraignments in court. There was little confusion in the classes when arrests were made and the teachers continued to dispense subject matter curiously mixed with Me-Tamian dogma.

The courtroom was decorated with the Me-Tamian flag. The judges, clad in judicial robes, were replaced at the beginning of each new school period. There were hearings but no trials. Many of those arrested protested strenuously and questioned the validity of the charges made against them.

Few, however, left the court without a red badge bearing a small or a large red "C", which was evidence of conviction and indicative of the seriousness of the crime. In all cases totalitarian justice prevailed and the offenders were convicted with little regard for the evidence presented.

The judges were allowed free reign. The sentences became more severe. Wearing of a badge was deemed insufficient punishment for those who had broken the Me-Tamian law. A "Concentration Camp" was built, with two old screen doors forming the sides. It was not much of a camp but it typified a method of confinement associated with totalitarianism.

When even more severe penalties were deemed advisable the judges did not hesitate to use their powers. Under the watchful eyes of the troopers, violators were soon sweeping the corridors, scrubbing the steps, washing windows, and ironing clothes. The Dictatorship began to take on a new and more real meaning. Objections were heard but the objectors were at once arrested and suddenly found themselves among those whom they had hoped to save.

The day was not without its incidents. There were, however, no disorders. As time passed a distaste for the new regime became visible. The inability to act natural and to express thoughts, as is the right of every free individual, began to irritate. The constant harassing of the troopers and the impositions of the totalitarian regime began to be irksome. Somewhere and somehow a group got together and, evading the police and the troopers, called upon the Dictator asking that the school be returned to normalcy. This committee was immediately turned over to the troopers. They had violated the Me-Tamian law—here the right of petition did not exist.

At 3 o'clock all were assembled in the auditorium. The Dictator voluntarily abdicated and returned the Me-Tamians to the good old U.S.A. Clergymen representing every denomination in the community were

present at this special assemblage. At the conclusion of these short talks all saluted and pledged allegiance to the Flag. Singing of "The Star Spangled Banner" concluded the exercises, and the day of Dictatorship was over.

Looking back on our program for Bill of Rights Week, we have good reason to believe that our objectives have been accomplished. Our pupils will long remember the day of "dictatorship," during which they experienced denial of rights once so casually accepted. They are cognizant that the Bill of Rights is a document longevous only when guarded and protected with constant vigilance by those who will it to live. They realize that the citizenry of a totalitarian country must give all to a government which demands everything but which guarantees nothing. They understand that De-

mocracy, with its inherent rights and privileges, is incompatible with totalitarianism of any color, be it red, brown, or black.

In concluding, it might be of interest to add that our experiment, having received international publicity, brought us hundreds of letters and telegrams from persons in divers walks of life and from nearly every state. Of this great number only fourteen messages expressed condemnation. Varying from mild reproach (letters signed) to vitriolic passages of "unprintable obscenity" (letters unsigned), the writers of these fourteen communications evaluated our program, purpose, and person in terms that left nothing to the imagination. The hundreds of letters of commendation, however, confirm and strengthen our belief in the worthwhileness of our Bill of Rights program.



Boston's Young Job Hunters Group

"They Group to Conquer" refers to the Job Hunters of Boston. Youth under thirty, of any race or religion, may join this organization without fee, if they are unemployed and will pledge a day's work at headquarters. Under the guidance of their founder, R. R. Darling, who originated the successful Forty Plus Clubs, the Job Hunters of Boston are proving that intelligent group action by the unemployed yields better results than job-hunting alone. Since January 1939, 620 inexperienced youth have joined, and 486 have procured jobs.

There are several pieces of advice for any group wishing to start a similar service. Get a responsible sponsor. The Boston Job Hunters have had the Boston YMCA behind them from the very beginning, even to the extent of furnishing rooms, telephones, and supplies. Groups of fifty are best. There must be guidance from adults, yet the young people need the experience of running their own show. No social features should be tolerated, as they encourage loafing. The Boston setup is open to visitors or will send data and forms for the guidance of other groups.

How do the Job Hunters function? They spend eight hours a day hunting jobs, and they prepare themselves. On office days they study job leads, compile job data, and build up their information service. They have a file of over 3,250 folders of

facts on job opportunities. In this they are aided by alumni and by talks with businessmen. Some 93 men and women leaders have appeared before the Job Hunters and answered questions about employment.

Some of the practical things the group learned are: only one person in nine can fill out an application blank correctly. The best time to visit an employment agency is at the close of the week, for the reason that other people are discouraged and not applying. Boys should not wear white shoes with business suits. No fraternity or sorority pins should be visible. Practice in interviewing before the group breeds confidence. Know the name of the personnel officer to whom you apply. To this end, these young people acquiring office experience have compiled a list of 26,000 firms in New England, including the name of the personnel director of each, the general requirements of employers, the average number hired annually, and the seasonal fluctuations. They have been in 13 radio broadcasts.

So great is the enthusiasm generated that graduates who have been placed keep in touch and report possible openings. Members of the group try to help each other obtain jobs. Placement has reached from Boston to Palestine.—RAY GILES in *The Rotarian*, as condensed in *Vocational Guidance Digest*.

Increased Reading Skills:

What Four Weeks Can Do

By
NINA M. CLOYD

EFFICIENCY in silent reading is of vital importance to the high-school pupil of today, for through reading an understanding of the world's problems and people is obtained. In view of the fact that the silent reading ability of many pupils in the secondary school is low, a remedial reading program is most important. Increased skills in reading mean increased opportunities for the individual to gather evidence on any question, to find the side on which this evidence is, and to formulate his conclusions free from personal prejudice.

A remedial reading program for the secondary school must be well planned and skillfully administered in order to function. Studies in reading show that a training period of three or more weeks can be profitable to any group of pupils if plenty of suitable reading material is available and if usable techniques are set up and carried out. These techniques will be of little value to the pupil as an end in themselves, but they will be of considerable value if they are the means towards a more accurate interpretation of people and events.

A well defined remedial-reading program diagnoses the reading difficulties of each

child. An understanding of this diagnosis usually provides a very strong incentive to each individual. The teacher's opinion may be good; however, in addition to this opinion a statement showing the results of some good diagnostic reading test will open the eyes of both pupil and parent.

It is a well known fact that there is not one reading skill or ability, but many reading skills. A child may remember the important details of a paragraph or a selection and fail to get the general idea, or vice versa. Another child may lack skill in ability to follow printed directions. An easy and effective plan is to concentrate on the improvement of one important type of reading skill. When the diagnostic test reveals the rating of each pupil in a certain skill, then all practice material can be given with a view towards increasing this particular skill. An old saying goes something like this, "Put the oil where the squeak is."

A remedial-reading program provides the means for the improvement of reading abilities that are not up to standard. Plenty of easy and interesting reading materials must be accessible to the pupil. The child will want to read if material suited to his reading abilities and interests is at hand. One world history classroom library kept a shelf of seventh- and eighth-grade-level references. These books were always popular with the pupils of lower-level reading ability. Children of the ninth and tenth grades show interest in *Open Road for Boys*, *The American Boy*, *The American Girl*, *Boys' Life*, *Popular Mechanics*, *Popular Science Monthly*, *Scholastic*, *The New York Times Magazine*, *Child Life*, and aviation magazines.

EDITOR'S NOTE: *This article is based upon the remedial reading program used in the author's classes. Miss Cloyd agrees with the studies in reading which "show that a training period of three or more weeks can be profitable to any group of pupils" where proper materials and methods are used. The author teaches in the Fayette, Mo., High School.*

Stories about animals, about aviation, and about inventors are always in demand. It is interesting to note that children involuntarily select the better magazines if they have had opportunities to become acquainted with these magazines. The child must read because he wants to if the reading program is to stimulate continued interest in reading. An important objective of each remedial set-up is continued interest in reading on the part of each child.

An important factor in any reading program is training in the care of magazines and books. Just as a wrong use of water may cause drowning, so the wrong use of magazines and books will defeat all good intentions and plans. Keeping the magazines and books attractive even though they are in constant demand can become a habit with any group of high-school pupils. This is good citizenship training.

A well defined remedial-reading program establishes correct reading habits. Every child will realize that correct habits of basketball practice will bring about better results than will incorrect methods of practice. Improvement in reading skills will follow when lip movement, vocalization, and other handicaps are not present during the process of reading. If the child is stimulated to find the causes for his poor reading, many handicaps will disappear. Often eye defects will be discovered and remedied during the process of the reading program.

Too strong an emphasis cannot be placed upon competition which takes the form of each pupil's working to beat his own record

or to improve his own reading grade and age. This is more effective than competition with the other fellow.

One month's reading program with a ninth-grade group revealed an advancement on the part of one pupil from the sixth-grade reading level (6.6) to eleventh-grade level (11.4), an example which is not unusual. Acquainting each individual with definite results of the training period can be done tactfully. Both class improvement and individual improvement are incentives for further progress. Increased skill in reading, even though it is small, will bring encouragement and will spur the pupil to increased effort. He enjoys the challenge he can meet. By showing the pupil definite progress, the remedial-reading program can capitalize the resultant satisfaction as a "drive" toward his progress in all subjects.

Finally, increased reading skills give to the child one necessary foundation for success in school work. He is able to accomplish something, therefore he is a happier child. Instead of being a discipline problem, he is interested in doing something he can do. Reading does not solve the entire problem, but it is one of the situations to which the school can expose the child. And a remedial reading program does bring results.

Every child is entitled to the development of those reading skills that will enable him to obtain ideas from reliable sources. Every pupil will then have the opportunity to interpret and participate more efficiently in local, national, and world affairs.



Our Alumni

By BOYD WOLFF

Civilization sat on a wall;
Civilization had a great fall;
And all the graduates—women and men—
Can't put civilization together again.

BOOK LISTS that meet 5 major ADOLESCENT NEEDS

By WILLARD A. HEAPS

THE FUNCTION of the school in developing the optimum possibilities of the individual pupil is well recognized, whether the program is carried on through an organized program under professionally-trained leadership or through the activities of regular faculty members. The definition of "guidance" offered by the Office of Education is along the lines of general acceptance:

The process of helping the individual discover, and use, his natural endowment, in addition to special training obtained from any source, so that he may make his living, and live, to the best advantage to himself and to society.¹

All studies of adolescent needs recognize several areas of importance. Statements made by Hamrin and Erickson², Dimock³, and others, agree substantially on five basic areas:

1. A satisfying philosophy of life.
2. Development of "personality".



EDITOR'S NOTE: *This article is addressed primarily to teachers, rather than to librarians. "It has seemed to me," writes the author, "that little has been done with the possibilities which teachers have for offering guidance for personality development through books. Librarians often have such programs, but many schools are so arranged that a program carried on by teachers would be more successful. In the accompanying book lists I have attempted to mention the best books that might be purchased by the classroom teacher for a beginning shelf of books for such purposes." Mr. Heaps is an associate in the School of Library Service, Columbia University.*

3. Standards of conduct which will be socially acceptable.

4. Standards of behavior and manners which will make the individual socially presentable.

5. Knowledge about sex and physical development.

Books do aid in adjustment, though the results of such prescription may not be easily perceived. Teachers and librarians may aid the guidance specialist in such activities, regardless of whether a specific program is in force, organized through homerooms, through subject fields, or informally through teacher-pupil contacts. Indeed, every faculty member may be considered a participant in the all-school guidance program⁴—the classroom teacher (particularly of home economics and health and physical education), homeroom teacher, club sponsor, principal and administrators, and the school physician and nurse.

The library seems the natural focal point for book prescription for adolescent needs⁵, yet even when a well-stocked library does not exist the classroom teacher or homeroom counselor may discover definite possibilities for guidance through books. They may be placed in offices where adolescents often have to wait, or may be placed on the

¹ Chapman, Paul W., *Guidance Programs for Rural High Schools*. Washington, D. C.: Office of Education, Vocational Division, May 1939, p. 31.

² Hamrin, S. A. and Erickson, C. E., *Guidance in the Secondary School*. New York: D. Appleton-Century, 1939, pp. 42-73.

³ Dimock, Hedley S., "Significant Problems in Guiding Adolescent Boys and Girls". Northwestern University School of Education, *Proceedings of the Conference on Guidance and Student Personnel Work*, November 21, 1935, pp. 38-41.

⁴ See Ruth Strang, *Pupil Personnel and Guidance*. Macmillan, 1940.

⁵ The work of the school librarian in the five areas has been discussed in Willard A. Heaps, "Bibliotherapy and the School Librarian", *Library Journal*, Vol. 64 (October 1, 1940), pp. 789-92.

teacher's desk where they may be freely borrowed or consulted. This book list is designed as a basic collection for such an informal program. Teachers may perform a valuable and effective service through making them generally available, and the list will also serve as a basis for the collection in the offices of the guidance specialist in the individual school.

In the following book lists (B) indicates titles most suitable for boys, (G) for girls:

I. A SATISFYING PHILOSOPHY OF LIFE

- BENNETT, MARGARET E. *Building Your Life*. Whittlesey House, 1935. \$2.50.
 FOSTER, LARIMORE. *Larry*. Reynal, 1931. \$1.50 (B).
 KUNKEL, FRITZ. *What It Means to Grow Up*. Scribner, 1936. \$2.
 PAGE, KIRBY. *Living Courageously*. Farrar, 1936. \$1; *Living Creatively*. Farrar, 1932. \$1; *Living Triumphantly*. Farrar, 1934. \$2.
 PITKIN, WALTER B. *The Secret of Happiness*. Grosset, 1935. \$1.

See also LENROW, ELBERT, *Readers Guide to Prose Fiction . . . for Use in Meeting the Needs of Individuals in General Education*. D. Appleton-Century, 1940.

Many fiction and biography titles will fill this need.

II. PERSONALITY

- BENNETT, MARGARET. *Designs for Personality*. McGraw-Hill, 1938. \$1.38.
 BOND, FRANK F. *Give Yourself Background*. McGraw-Hill, 1937. \$2.
 BROCKMAN, MARY. *What Is She Like?* Scribner, 1936. \$1.25 (G).
 LONG, RENEE. *Style Your Personality*. Doubleday, 1939. \$1.98 (G).
 RYAN, MILDRED G. *Cues for You*. D. Appleton-Century, 1940. \$1.50.
 WELLS, GEORGE R. *The Art of Being a Person*. D. Appleton-Century, 1939. \$2.50.
 WIEMAN, REGINA. *Popularity*. Willett, Clark, 1936. \$1 (G).
 WILSON, MARGERY. *Charm*. New rev. and enl. ed. Stokes, 1934. \$2.50 (G).
 WOODWARD, ELIZABETH. *Personality Preferred!* Harper, 1935. \$1.50.

APPEARANCE AND CLOTHES

- CADES, HAZEL. *Any Girl Can Be Good Looking*. Appleton, 1927. \$1.50 (G); *Good Looks for Girls*. Harcourt, 1932. \$2 (G).

- GILES, NELL. *Susan, Be Smooth*. Hale, Cushman, Flint, 1940. \$1 (G).
 HEMPSTEAD, LAURENE. *Look Your Best*. Prentice-Hall, 1938. \$3 (G).
 LANE, JANET. *Your Carriage, Madame!* Wiley, 1934. \$1.75 (G).
 RYAN, MILDRED G. *Your Clothes and Personality*. D. Appleton-Century, 1937. \$2.20 (G).
 STORY, MARGARET. *Individuality and Clothes*. Rev. ed. Funk, 1940. \$3.50 (G).
 STOTE, DOROTHY. *Men, Too, Wear Clothes*. Stokes, 1939. \$1.50 (B).

III. STANDARDS OF CONDUCT

- BANNING, MARGARET C. *Letters to Susan*. Harper, 1936. \$1.50 (G).
 CASSIDY, MICHAEL A. and PRATT, HELEN G. *Your Experiment in Living*. Reynal, 1939. \$1.75.
 FEDDER, RUTH. *A Girl Grows Up*. McGraw-Hill, 1939. \$1.75 (G).
 FERRIS, HELEN. *This Happened to Me*. Dutton, 1929. \$2 (G).
 McLEAN, DONALD. *Knowing Yourself and Others*. Holt, 1938. \$2.
 STEVENS, WILLIAM O. *The Right Thing*. Dodd, 1935. \$1.50 (B).
 WELSHIMER, HELEN. *Questions Girls Ask*. Dutton, 1939. \$1.50 (G).

IV. BEHAVIOR, MANNERS, AND ETIQUETTE

- ALLEN, BETTY and BRIGGS, MITCHELL. *Behave Yourself!* Lippincott, 1937. \$1.25.
 BARBOUR, RALPH H. *Good Manners for Boys*. Appleton, 1937. \$1.50 (B).
 BARKER, MARY P. *Technique of Good Manners*. Wiley, 1935. 15¢ (B).
 BLACK, KATHLEEN. *Manners for Moderns*. Allyn and Bacon, 1938. 60¢ (B).
 BOYKIN, ELEANOR. *This Way, Please*. Macmillan, 1940. \$1.40.
 HEAD, GAY. *Boy Dates Girl*. Scholastic Press, 1937. 35¢.
 IRWIN, INEZ H. *Good Manners for Girls*. D. Appleton-Century, 1939. \$1.50 (G).
 JONATHAN, N. H. *Gentlemen Aren't Sissies*. Winston, 1938. \$1.50 (B).
 PIERCE, BEATRICE. *It's More Fun When You Know the Rules*. Farrar, 1935. \$1.75 (G); *The Young Hostess*. Farrar, 1938. \$1.75 (G).
 POST, EMILY. *Etiquette*. New ed. Funk, 1937. \$4.
 STEVENS, WILLIAM O. *The Correct Thing*. Dodd, 1934. \$1.50 (B).
 WILSON, MARGERY. *The New Etiquette*. Rev. ed. Stokes, 1940. \$3.50.
 WITAN PUBLICATIONS: *Lady Lore*. Witan Pubs., Lawrence, Kans., 1939. \$1 (G); *Manners Make Men*. Witan Pubs., Lawrence, Kans., 2d ed. 1939. \$1.25 (B).

MANNERS IN BUSINESS

- HOPKINS, MARY A. *Profits from Courtesy*. Doubleday, 1937. \$1.96.
- KAYE, CECILIA. *Poise and Personality for Men and Women*. Whitman, 1938. 15¢.
- LANE, JANET. *Sitting Pretty: A Guide to Good Posture for the Office Worker*. Wiley, 1929. 25¢ (G).
- MACGIBBON, ELIZABETH. *Manners in Business*. Macmillan, 1936. \$1.50.
- MAULE, FRANCES. *She Strives to Conquer*. Rev. ed. Funk, 1937. \$2 (G).

V. KNOWLEDGE OF SEX AND PHYSICAL DEVELOPMENT

- DESCHWEINITZ, KARL. *Growing Up*. 2d ed. rev. Macmillan, 1935. \$1.75.
- DICKERSON, ROY E. *Growing Into Manhood*, Association Press, 1933. \$1 (B); *So Youth May Know*. Association Press, 1930. \$1 (B).
- KAUKONEN, J. L. *We Grow Up*. U. S. Public Health Service, 1940. Free.
- KELIHER, ALICE V. *Life and Growth*. D. Appleton-Century, 1938. \$1.20.
- STRAIN, FRANCES. *Being Born*. D. Appleton-Century, 1936. \$1.50.



* * * FINDINGS * * *

RURAL: Of 1,238 representative high schools in centers of 2,500 or fewer population, 100% offer one or more subjects in English, mathematics, and social science, but only 27% offer any industrial arts courses, according to a study by the U. S. Office of Education. High schools reporting had from fewer than 40 pupils to more than 300. Per cent of schools offering one or more courses in the following subjects were: ancient and foreign languages, 80%; science, 98%; commercial arts, 74%; physical education, 45%; fine arts, 47%; agriculture, 35%; and home economics, 47%. When you consider that these schools serve rural communities, and that many of their graduates will be farmers and housewives on farms, some of the above figures are startling. Fewer than 50% of these schools offer courses in agriculture, industrial arts, and home economics.

TEXTBOOKS: Textbook selection was the subject of a recent questionnaire of the Massachusetts Teachers Federation, answered by 79 superintendents. Some questions and replies: In what subjects do you think textbooks could be most improved? Social studies, 18, science, 12, history, 10,

fewer mentions of other subjects. Do teachers who use the textbooks have much, something, or nothing to say as to the selection? "Much", 59, "something", 13. Do you believe that pupils get a better course in a given subject when a basal textbook is used? "Yes", 56, "no", 8, and 7 said it depended upon the teacher and the subject.

BOARD: With one exception, school-board members in West Virginia are men, according to a study on the subject reported by W. H. T. Durr in *West Virginia School Journal*. With a mean number of 3.1 children, board members seem to put the average citizen to shame. Age range, 28 to 87, median 52.1. In formal education, 22% had from 1 to 7 years of college; 37% had from 1 to 4 years of high-school training; and 41% had only from 3 to 8 years of elementary-school education. Median number of hours devoted to school-board duties is 142, at \$4.23 a day. And—this will interest teachers—54% of the board members "manifest dissatisfaction" over their salaries.

PROBLEMS: Are high-school courses in "Modern Problems" more effective than the traditional "current events day" periodically set aside in various social-studies courses? Clarence R. von Eschen in *Journal of Educational Research* reports a study of the matter in which an experimental group was given a course in modern problems, and a control group the usual current-events periods. Some conclusions: The experimental group showed a marked superiority over the control group in understanding of contemporary affairs. Subjective observation indicated that such a contemporary-problems course will create pupil interest in current happenings, inspire an investigating attitude, and have a carry-over effect.

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EDITOR'S NOTE: Good, bad, indifferent, or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study. Readers granting such limitations may find these flashes in the pan interesting, provocative—sometimes amusing.

At the Time of the ^{2 pupils followed} stray destinies

CASE OF PRONOUNS

By

GEORGE H. HENRY

I SAW THEM dancing at the sophomore class party, two inconsequentials. I was used to an early bed, and was provoked at their staying on and on, up to the very last minute decided by the student council; and I could sense that they and a few others were counting on my indulgence in "just one more" from the nickelodeon after the stated hour for closing. I, their chaperon, had already yawned out the last few dances on this big night of nights. Believing me to be only half awake and taking advantage of the lateness—most couples had now gone home—these two were dancing closer together now, spiritedly, not as of flying feet, *but as lovers*. Both were refugees from broken Delaware homes and had been placed in an institution for derelict children; in the community they did not have the freedom of open doors. From the quality of their school work, neither did they rate too highly here.

Yet it was for them I was being paid, these two little submerged unknowns out of nowhere. Nature was doing her partial share—the cell, the sinew, the blood, all performing their functions, but far from as-



EDITOR'S NOTE: *The author, who is principal of Dover Community High School, Dover, Del., writes with sympathy and understanding about Richard and Cora, who at the time of the case of pronouns had another matter on their minds. "I am baffled by the wanton variation of gland, cell, and organ that are beyond my reach, inexorable to suggestion, blind to the demands of schedules, impregnable to drills, oblivious of the tidy framework of the teaching unit."*

sembling their best permutation of mind and body; and now something or other was using this couple for other purposes too; they were in love. What would come of it? Its outcome was a matter beyond English, yet ironically the very essence of literature.

Cora was of a strain that matured early, something in the lymphatic flowing too strongly, as it had done in her progenitors. Such might have been the notation on the guidance forms by the school psychologist. Cora's blessed glands knew not of their imprisonment in a foster home, and continued their high-pitched tempo set long before she was born. Thus it was no wonder she danced so giddily now.

On the other hand, Richard's mind did not follow the academic grooves as we had furrowed them; it could not perceive unity in simple oneness. His mental age will be forever on the cards until they rot in the vaults. He early turned to religion, not in search of significance but more for its magic. That his mind could not tell him when a thought came to its end complicated his study of the period in English class, and was undoubtedly related to the welling-up in him of fanaticism in religion and of love for Cora. A year before he had renounced dancing. "It's all sex," he told me then. Later, he inspired the football team by his prayers in the opening huddle before the kick-off, and at some rowdy's snickering at him, our big star and captain, who is now on a nationally known team, took his part and kept the team in line with the implication, "Prayer can't possibly do no harm."

Maybe I could help him somehow with the cursed periods and sentences if I took

him with me to the marsh to collect some grass specimens. Eating our picnic lunch in the midst of the brown-flowing wild hay as wind and cloud streaked it with restless color, I pointed out its beauty, that had been like this even before the Indians came, and showed him the ageless mud, iridescent black where the tide just ebbed. That was my religion. Like the marsh, there was about *him*, too, a lumpish, simple, primitive quality, as if he belonged to earth when it was young. I could almost feel the animism of his responses, a reaction below the ways of ode and dactyl and metaphor. But nature had found him a suitable vessel for her seed, unmindful of these literary shortcomings.

All this had occurred last fall. Now here he was: in love. How did these two get together?

Abashed at the Olympian way I was smiling at their inconsequential destiny, I got up from my chair in the corner, became humble, walked over to them, put my arms around both and teasingly whispered, "It's good to find yourselves alone with a sleepy teacher, eh?"

Too many things like this mystic affinity of Cora and Richard go on beyond the pale of teaching, beyond its power, for me to be assured of the eternal rightness of what I do in the classroom, which seems such a new, untried thing compared with the agelessness of living. Some teachers despair that the inner spirit of pupils is well-nigh inaccessible to teaching, but for me the waywardness of the bodily and instinctive processes of the Coras and Richards—the majority of my pupils—are the farthest off from the pale of precept, the metrical line, and the rejected solecism. I can penetrate the invisible world of mind very easily—exalt, depress, enrich or brutalize. There I am at home, somewhat like progressing among the hidden harmonies of music.

But I am baffled by the wanton variation of gland, cell, and organ that are beyond my reach, inexorable to suggestion,

blind to the demands of schedules, impregnable to drills, oblivious of the tidy framework of the teaching unit. At the time of the study of the lyric who knows that pus is gathering about Katie's appendix? Herman's testes are still dormant though he's sixteen. How can he write on "Hamlet" when he is still in a child's world? In a year Ted's middle ear, whose defect is too tiny to notice now, will shut him from the song of birds. Lassie in a few days will suffer those horrid cramps again. And when Alvin can't tell the class whether to use "him" or "he" his colon quivers and the mucous flows.

So concrete, so much of this world it all is, yet I can do nothing, though it conditions all that I teach. What else could be the reason that minds should be so impervious to grammar except that the properties of primordial protoplasm do not care about coordinate conjunctions?

How could I know that at the time of the changing from the agreement of subject and verb to the case of pronouns, there was a deep stirring in Cora, and that atavistic ghosts haunted her written exercises until she was afire, and that in the prescribed course of study when we had reached relative clauses, she had conceived under the stars or, probably, sneakily, fumblingly, momentarily in some dark corner. The glands infallibly had done what they were fashioned to do from the beginning—ages ago, coming from a past that is itself unborn, offering a gift we cannot question, to her a child, to me another pupil.

As she sat before me in class, at the time of the omitted relative, I was not aware that she heard the whisper of what the whole world puts in song and story, "Ave Cora."

Richard never finished school, but married her.

Well over a year later he became homesick for school, and there (with the baby in his arms) he stood in the locker room one afternoon, itching to dive into shoulder pads once more and enviously watching the

boys dress for the game. A year ago he was but a pupil, but now he was bridging the generations of men.

I picked up the child that had been conceived at the time of the case of pronouns and thought, "Then, you were nowhere in the world. So this is where my pupils come from—out of the inconsequentials. Some day it will be my duty to touch you up a bit

with eternity and beauty, for some day you are likely to be my pupil and I shall take you out to the marsh and show you the brown grass in autumn in the slanting rays of a dying sun, and point to the glistening timeless mud—you, Richard's and Cora's child, an event that happened in the great instinctive world beyond the pale of teaching."



Recently They Said:

Test for Teachers

Does my attitude toward my teaching material stress facts to the neglect of ideas?

Is my approach to social-studies material so abstract or formal that I fail to recognize the significance of social realities about me?

Do I obtain most of my social knowledge from textbooks?

Do I observe events and trends in my community with a reasonable degree of insight and critical judgment?

Do my assignments and study guides emphasize facts at the expense of interpretation and critical judgment?—From a self-analysis sheet for social-studies teachers developed at Ball State Teachers College. Reported by RONALD V. SIREs in *Social Education*.

School Board Members

We would inquire as to the expediency of setting up standard qualifications for county boards of education. This is meant as no reflection on present board members. As a rule they represent a substantial cross section of good citizenship. However, the passing years witness more stringent qualifications for teachers and administrative school officials. Why not apply the principle to board members? . . .

Notwithstanding that fact that the superintendent's office should be accountable through the recommendation process for maintaining a highly efficient staff of teachers, the duties of boards are so loaded with responsibilities that citizens may with fairness require special qualifications for those who must be held accountable to a reasonable degree for the conduct of school affairs. . . . Their qualifications should be such as to insure a reasonable degree of success in performing the duties which inure to their office.

Why not short courses for board members in our training institutions, such as are provided for farmers and miners?—J. H. HICKMAN in *West Virginia School Journal*.

Explaining Shelley

One of the greatest reasons why a pupil does not understand the loveliness of our poems is due to a peculiar belief on the part of many teachers that a poem must be translated into a lesson. Many of us feel that the pupil must take an inspired portion of Shelley and "be able to explain what it means". Of course this is impossible. Would it not be infinitely better to dwell upon the immortal beauty of the lines than to attempt to pin the author down to a hard and fast message? . . . We should teach the pupil to enjoy the poem and let comprehension follow after in its own leisurely fashion.

Poetry is a lovely thing. It simply cannot be taught by the rules of prose instruction.—THOMAS C. WHITE in *Ohio Schools*.

No One-Track Schools

My guess is that we shall find it imperative to organize schools on a two-track or three-track system and require English teachers to provide reading, writing, and speaking suited to the two or three educational levels. Also, that the whole education of the low-intelligence group, both in the kinds of things to be done, and the quality of output, will have to be different as to the activities engaged in and as to the quality and quantity of the output. And, again, it will be as praiseworthy for the low-intelligence pupil to turn out a piece of first-rate hand work as for the genius to do a piece of creative reasoning on his level.—E. A. CROSS in *The English Journal*.

A BLOOD TRANSFUSION FOR THE P.T.A.

By J. R. SHANNON

ALMOST EVERY time the parent-teacher association is mentioned in a school administration class the instructor can expect to get a rise out of some experienced superintendent or principal. The protesting administrator often borders on indignation in his resentment. He judges the entire parent-teacher movement by his experience with some misguided local organization.

The parent-teacher association is a fine thing in theory but usually a disappointment in practice. Both parents and teachers have an interest in children. As a rule teachers are interested in all of their children and parents are interested primarily in their own children. The interest of the parents, however, is more intense than could be expected of a teacher. The proper education of the child being the joint responsibility of parents and teachers, there is a need for a cooperative relationship of parents and teachers such as the parent-teacher association can supply. Also, with powerful and entrenched predatory groups organized to curtail appropriations for public education, there is further need for an organization

through which both parents and teachers can work for their common cause.

All parent-teacher associations that fail to justify their existence fail for the same reason: They do not have worthy programs. A wide experience with parent-teacher associations has led the writer to classify their programs on three levels. At each level there are different species, but they are similar in quality. The most economical way to consider the different levels of parent-teacher activity is to array them in outline form. Such an outline follows herewith, the lowest level of programs being considered first.

1. Lowest level of parent-teacher association programs. Three of the commonest forms of degeneracy passing under the name of parent-teacher activity are considered here. A parent-teacher association following any of these is better dead than alive. Some of the activities may have a right to existence, but not in the name of a parent-teacher association.

a. *Community entertainment.* This type of program is commonest in rural schools, but it is quite prevalent in cities also. Small children singing songs, "saying pieces", or giving tap dances are frequent. Often, also, four high-school boys, all singing soprano, sing "I Wonder How I Look when I'm Asleep," and the pool-room gang explode in loud guffaws as the "singers" lift bottles to their lips and stagger off the stage.

b. *Pink teas.* It is in this type of program that the cities outdo the country. These mothers' meetings are afternoon affairs. Tea, punch, wafers, bridge, and gossip are common, but cigarettes are grow-

EDITOR'S NOTE: *The author considers the parent-teacher association "a fine thing in theory but usually a disappointment in practice." In this article he analyzes the shortcomings of the programs offered by the majority of groups, which range from pink teas to school meddling, and from lyceum courses to ladies aid. He then presents a program which he feels can be followed with dignity and with credit. The author is a member of the faculty of Indiana State Teachers College, Terre Haute, Ind.*

ing in popularity with the more progressive groups.

c. School meddling. The parent-teacher association that makes of itself a nuisance-society may be found in either rural or urban schools. Most likely it is this type of organization that has given so many school administrators their soured attitudes toward parent-teacher associations in general.

2. Middle level of parent-teacher association programs. None of the types of activity described at this level is bad. In fact, some of them become necessary at times. In no circumstance are they desirable, however. Any parent-teacher association that has to resort to programs at this level is failing to function at maximum efficiency. Any such parent-teacher association is falling short of the ideal that called the movement into being.

a. Lyceum courses. Lazy or unresourceful officers find it easy to call in some preacher, lawyer, or college professor to address the parents and teachers. The preacher and lawyer do not know any better than to think that an eloquent address is what the group needs, and the professor is too timid to tell the officers any better in case he knows better.

b. Ladies aid society. Many parent-teacher associations devote most of their energies to buying equipment which the school board should provide. If the school board is financially unable to equip the school properly, all praise to the parent-teacher association that flies to the relief of the school children. But if the school board is not destitute, the PTA is committing a positive error by its Santa Clausing. It is encouraging the school board in neglect of duty. It could serve the children better by creating public sentiment to stimulate the school board to function than by taking upon itself the school board's responsibility.

c. Soup kitchens. Milk lunches in normal times and free lunches for indigents in times of depression have become

conspicuous parent-teacher association services. Without doubt, there have been thousands of hungry children in our schools within the past few years, and if there is no other recourse, the parent-teacher association does well to feed them. But is the parent-teacher association the logical agency to provide the service? Even if it is, the need would be removed if we should learn how to govern ourselves, and in no case does the milk feeding seem to be a justifiable parent-teacher activity. The PTA has higher functions.

3. Highest level of parent-teacher association programs. Ideally, a parent-teacher association will devote its major time and energy to its original purpose. Parents and teachers will work for mutual understanding to the end that the physical, mental, and moral development of the children will be maximally desirable. They will study children, methods of teaching, curriculum, school administration and finance, leisure-time activities, and they will strive zealously to build up public sentiment in favor of free public education.

Fathers as well as mothers and teachers will attend meetings. Seldom will any children attend except those who are too small to be left at home, and they will be under the care of a competent teacher or parent in a play room. Most of the programs will be by association members, perhaps with counsel from outside experts. Each local association will be affiliated with the state and National Congress of Parents and Teachers, for with such leadership there is less likelihood of misdirected programs. Some specific topics for study and discussion which are representative of what a well-directed association might consider follow:

- a.* Mental hygiene in the home.
- b.* Mental hygiene in the school.
- c.* Homework.
- d.* Modern methods of teaching reading.
- e.* Our children and the movies.
- f.* Report cards.
- g.* School clubs.

- h. Play.
- i. State support for schools.
- j. Our financial ability to support schools.
- k. Children's diseases.
- l. Economy of time in education.
- m. Punishments and rewards.
- n. Children's literature.
- o. Engendering ideals in children.
- p. The nature of adolescence.
- q. Habit formation in children.
- r. Children and the crime wave.
- s. Best uses of the noon intermission.
- t. Required and elective subjects in high school.
- u. School visitation by parents and friends.
- v. Modern standards of school discipline.
- w. Responsibility for the child on his way to and from school.
- x. The nature of the program at school parties.
- y. The division of responsibility between the home and school in sex education.
- z. Possible financial economies in school administration.

It may be in order to suggest a matter of administrative organization of the parent-teacher association that should help guarantee that the association function at an idealistic level. Regardless of what or who the other officers may be, the chairman of the program committee should always be the building principal. The remaining members of the program committee should be parents and teachers in equal number, such members being appointed by the president, who is a parent.

If some school administrator, teacher, or parent forgets some of the details suggested in this exposition, let him be guided by the ultimate objective for which both the school and the parent-teacher association exist, the welfare of the child.



Recently They Said:

Personal Defense

Never allow a pupil to place you in a defensive position before the class. Personal explanations are to be made in the privacy of an office or deserted schoolroom, not in the highly emotional arena of the classroom during a class hour. The young teacher who is misguided by a false spirit of fairness and generosity into justifying herself or her work to a class is wasting her breath—the class instantly recognizes the voice of inexperience in her first defensive sentence.—MARION M. LAMB in *Business Education World*.

Levels of Interest

The director of special services in the Denver, Colo., Public Schools, Dr. Roy Hinderman, remarked recently that all youngsters are interested in the same problems, but added quickly that youngsters at various stages of development are interested in different aspects of the same problem. In making available to the schools of Denver the tremendous resources of that great city for teaching purposes, he had found these differences:

Elementary youngsters are interested in locating institutions and in getting an understanding of the rough outlines of the elements which go to make up life in the particular district in which they live. Junior-high-school youngsters, Dr. Hinderman

says, are interested in extending this rough, crude understanding of things in general to an understanding of the whole city. They are not interested in an intensive study of any particular aspect of community life, but are interested in all of it. In the senior high school, however, he has found that the political and cultural aspects of community life are intensely interesting. He also finds that senior-high-school students are interested in studying one particular problem thoroughly and intensively.—DOUGLAS S. WARD in *Social Education*.

Real Teaching

I wonder: Whether we will not be in a better position to personalize and individualize the training of students if we try to know as much about their personal interests, successes, disappointments, and home life as we do about their scholastic ability and attainment.

Whether we shouldn't consider Johnny's success in the rest of his classwork just as important as his success in our own classwork.

Whether Johnny's general success in the development of personality and character isn't dependent to a great extent upon our sincere interest in each other's success as teachers and our willingness to cooperate, yes, even to sacrifice personal ideas for the ideals of all.—E. G. KENNEDY in *School and Community*.

WHAT DISCIPLINE *for* AMERICAN YOUTH?

By JOHN CARR DUFF

THE NATIONAL emergency has offered an occasion for critically examining our moral resources. The power of our armaments is qualified by our courage, the strength of purpose we can employ, the moral fibre of our people. We who are concerned professionally with the education of American youths must inquire whether there is foundation for the charge frequently made that they are "soft", lacking in discipline, and show the effects of educational pampering.

The army has lately enlisted a large number of young men, most of them of the age of college men—eighteen to twenty-one. The army will train them for the brutal business of war. But it will also do for most of them something that the high schools had done inadequately or not at all—it will teach them to believe in themselves.

The buck-private in the rear rank of a military organization is not unimportant. He is constantly helped to understand his

value to his unit—he must not risk his life unnecessarily, he must keep well, he must study assiduously his role as a soldier, he must perfect himself in the special assignment he is given (In the modern army every man is in some degree a specialist, even in the simplest organization, the infantry squad). He is persuaded that much depends on him.

The morale of troops is of utmost importance inasmuch as it determines their effectiveness in action. The morale of an army is nothing more than the collective morale of the soldiers and officers that compose it. Military training, then, begins not by breaking a young man's spirit, but by inspiring in him a sense of his own dignity and importance. It is bitter irony that civil education has not generally accomplished this same end.

Perhaps academic teaching fails so sadly because, in contrast with military training in an emergency, its purpose is vague. The teachers themselves do not always believe in the importance of the content they teach. It is principally part of a ritual, a prolonged ceremonial, evolved by accretion through many scholastic generations. The priest of the cultural heritage intones a line of truth, the class chants the response.

In the training camp the tradition is different. A soldier's instructors are also his partners in a common enterprise and it is not vague. The captain of a company shares peril with his men, and he is most anxious that the personal safety (and military effectiveness) of himself and his men will not be unnecessarily jeopardized by incompetence that better training could

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EDITOR'S NOTE: *Have the young people of America had the kind of discipline that will stand them and the country in good stead in the present drift of world affairs? The author compares academic discipline with that of army training, and points to certain merits in the latter type. The next years, whether of war or peace or both, are likely to bring troubles and hardships aplenty. The prospects seem to demand a new prescription for discipline. Dr. Duff is a member of the faculty of New York University.*

have remedied. Is there here some inference we might derive for the high school, some "moral equivalent" we should devise?

Very likely it is not a matter in which teachers have even an option—"total war" is the new kind of war in which a nation is not permitted to be represented in battle by picked men, any more than it may settle the issue by sending a single champion against the Goliath of its enemy. Our army has a specialized function, but in this war (if it comes to us) and in our preparations against war, we are *all* involved and there is no spectators' bench on the sidelines!

The school and all the teachers in it are agents of the states to carry out the purpose of the states. At this time the principal purpose of the states is to prepare for the defense of our national sovereignty. It is a larger purpose than mere preparation against invasion by an armed force; it comprehends as well preparation against the deadly menace of moral cowardice, of indecision, of faint-hearted loyalties, and worst of all, lack of confidence in our strength as a sovereign people.

But a courageous nation is one composed of courageous individuals. And personal courage is an achievement resulting from personal success. Courage and confidence are effective only when they are deep-rooted habits, established through many small successes and some larger ones accomplished against adversity. Small doses of failure may be tonic, but for men and women of normal temperament it is the habit of succeeding that assures success and develops moral courage.

Preparation against moral invasion and preparation for a dynamic peace both require that youths be saved from the cumulative effects of failure, especially failure arbitrarily imposed as an aspect of academic selection. Our high schools, in the main, use the whip-hand, rely on fear of failure and disgrace to keep in line young men and women deprived of their birth-right of frequent success in sensible enter-

prises and of the satisfaction gained by generous social approval.

God knows our high-school pupils need discipline, but it must be the kind of discipline that gives them strength to serve resolutely a social ideal that will demand more of them the better they serve. It must be discipline imposed by the inner compulsion of a free spirit. It must be tintured with hope, not fear, with pride, not ignominy.

Discipline for its own sake has been too long honored in academic schools and reform schools. The discipline our sons and daughters need is inherent in the useful work they may be allowed to do. The young man assigned an extra hundred lines to translate has been punished, maybe, but not disciplined in the sense of the word we find significant now.

A craftsman is disciplined by his tools and by the medium in which he is working, but still more effectively is he disciplined by his habit of doing good work, his moral conviction of the necessity of upholding the dignity and honor of his craft. A student is amenable to similar disciplines providing only that the work assigned him is not bailing out a well with a sieve, or equivalent "academic discipline".

If young Americans are "soft", as the totalitarian leaders jeeringly point out, it is not for want of longer home-study assignments, of more difficult or more frequent examinations. If they lack perseverance and grit and pluck and the other pioneer virtues, it is because we have fallaciously substituted academic chores for real ones. Certainly the remedy is not more quadratic equations and ablative absolutes, Dr. Hutchins *et al* to the contrary notwithstanding.

But it has not yet been fully demonstrated that our youths do lack the pioneer virtues; it is only apparent that they are promoted and regarded and praised for conformance and docility and for accepting without protest the squirrel-cage kind of activity we require of them. What tragic

irony there is in the fact that military preparation now offers for our young men the first realistic opportunity ever made available for their generation!

Our almost universal failure to educate students realistically can be explained but not justified. There are many factors that hinder the schoolmen who see clearly the limitations of our mumbo-jumbo curriculum and would change it. There is social lag, represented by many pressure groups, and a generally prevalent superstitious belief in the educational magic of ritualistic subjects-to-be-learned. There is organized selfishness, represented by the force of some labor unions that accept no apprentices and will not permit the public schools to train youths realistically for vocations.

Then there is the bogey of "preparation" for college. The dead hand writes the pro-

gram; teachers and parents join to cramp the pupil into a program that represents, frequently, the prescription of the most reactionary colleges. If there ever was a time when we could afford to squander the precious years of our sons and daughters in the "disciplines" imposed for entrance to snobbish institutions, that time is gone. Wasted time, wasted lives, wasted power imperils our survival as a nation.

The public high schools can be improved immeasurably and very soon if the public that supports them will insist that they be improved. After the war, whether we are drawn into it or escape from its horrors, there will be the greater terror of peace and reconstruction. What discipline can we provide now that will strengthen all of us, youths especially, for the moral hazards that we must face then?



Report on Reports

A teacher's life is like a revolving tray; stay where you are long enough and everything comes around to you. And I do mean everything. Just now, it's reports.

Tonight I have ten Intelligence Tests to score. How those poor children managed all this time without any I.Q. I can't understand. Then I have term marks to put on cumulative record sheets, age and grade tables in duplicate, alphabetical lists in triplicate; a list of pupils according to ability; a list according to nationalities, and forty report cards in triplicate. Those cards bother me. How can I answer "Does the child show courage and wisdom in emergencies?" when I haven't given him any emergencies to work on? I should have broken an arm or two or set the building on fire, maybe. My aim for the rest of the year will be to introduce more practical reports. Still, as Aunt Hattie says, "The gun with a good aim gets fired."

Now it's case studies of the pupils that aren't normal. The questions I'm supposed to ask! How many of the family are in jail? What do they have for Sunday dinner? Does their father beat their mother? If I ever got truthful answers, my knowledge of some of the families in town would be positively indecent. Trouble is, I can't tell which of the children aren't normal. Sometimes I'm not sure of even me.—EFAA E. PRESTON in *New Jersey Educational Review*.

Language Errors March On

An analysis of the published studies of "language errors" reveals three interesting facts: (1) The same classes of errors appear with the highest counts in all the studies, no matter in which section of the country they have been made. (2) The same error items turn up in about the same proportions in every grade throughout the elementary school, the high school, and the college. (3) In some cases the errors actually increase in number and proportion after teachers deal with them.

Diebel and Sears found more errors in pronoun forms in Grade VIII than in Grade III. They then raised the question, "Is the present teaching of pronouns leading to a more confused state of mind in the eighth-grade child than existed when he was in the third grade and was entirely unconscious of the rules of grammar governing the use of such words?" This persistence of the same errors throughout the grades, the high school, and the college occurs in spite of the fact—as Dr. Dora Smith told us in 1938—that "more time is being spent in high-school English classes of America today upon grammar and usage than upon any other single phase of instruction." On the whole, then, one is forced to the conclusion that the teaching efforts that have been and are now being directed toward the elimination of these errors are largely ineffective and futile.—CHARLES C. FRIES in *The English Journal*.

➤ IDEAS IN BRIEF ➤

Practical ideas selected and condensed from articles in state and specialized educational journals

Diagonal Desk Rows

Using only a screwdriver, you can increase the lighting facilities of a classroom that has windows on two sides, according to a plan found successful in Glassboro, N.J., Teachers College. In most classrooms, the rows of desks run parallel to the walls. About half of the desks receive adequate light from the windows on one side, and from the windows at the back. The other half of the desks are poorly lighted. The screwdriver? Use it to uproot the desks, and to screw them down again in diagonal rows, facing the angle of the room opposite the angle formed by the two walls that have windows. A standard illumination meter showed that all of the desks in diagonal rows received more than the desirable 10 lumens of light, and relatively little glare. Desks arranged in the usual parallel manner were found to receive from 18 to 4 lumens, depending upon their position in the room. Janitor, the screwdriver!—Based upon an article in *New Jersey Educational Review*.

School Calendar

An excellent example of student art work and printing was recently produced in the form of a 1941 calendar by the students of Timken Vocational High School (Canton, Ohio), under the direction of their instructor, Chester A. Lyle.—*Ohio Schools*

Airplane Motivation

No longer do I take for granted that all of my pupils in English classes of Francisco Junior High School, San Francisco, Calif., can read efficiently. I have learned through experience that they cannot. So now I just begin where the elementary school left the pupil—and take him on. Lessons designed to raise the level of reading performance must be highly interesting, even exciting and daring. I polled the class for interests, hobbies, sports, leisure-time activities, and vocational aspirations. The answer was airplanes. Many of the boys admitted that their secret ambitions were to be pilots; the girls, stewardesses. Everyone liked airplanes. Some enjoyed building models, others never missed an airplane movie. I capitalized upon this common interest by assembling articles and stories concerning airplanes. The worksheets accompanying the

reading materials were planned to cover fact questions, thought questions, selection of main points, selection of details, vocabulary building, and special word study.—ELVA C. FERGUSON in *The English Journal*.

Junior Community Chest Day

In Trenton, N.J., where a Community Chest has been in operation for four years, education aimed at more enthusiastic support of the social agencies vital to public welfare is desirable. For high-school pupils it has been felt that the traditional lecture on the value of the Chest would be insufficient—that more “doing” is needed for a desirable educational experience. Pupils in Central High School began last year to observe “Junior Community Chest Day.” On that day about 400 seniors actually “manned” the social agencies of the city. After an explanation of the plan of work by the executive secretary of the Community Chest, each pupil was assigned to one of the more than 20 agencies, as far as possible according to his preference, or to the headquarters organization. Pupils saw at first-hand the workings of various institutions, and in as many cases as possible they actually did some of the work. The pupils got practical lessons in sociology, learned the necessity of a central coordinating agency to prevent duplications in such work, the value of a cooperative community endeavor, and the fact that in the future more such agencies and larger contributions should be made to handle this work efficiently.—HOWELL KANE and CLAUDE B. KLEINFELTER in *Social Education*.

Memo to Teachers

The next time you arrive in the classroom and find that some unregenerate pupil has drawn the traditional uncomplimentary caricature of “Teecher” on the blackboard, do not resort to the usual channels of retribution. Be nonchalant. Walk to the blackboard and draw a picture of a low-browed, long-eared imp—and label it “Pupil”.—From a cartoon by J. GORDON HOSTER in *The Texas Outlook*.

Rose Day at South High

Rose Day at Lima, Ohio, South High School was started in 1936 by the school's Red Cross

Council, a group of tenth and eleventh-year pupils. It is held about 10 days before spring vacation, which seems to be the psychological time for it. The Council orders the flowers about 10 days in advance from a local florist, who delivers them to the school. Rose Day advance publicity consists of hall and classroom posters made by the art department, a broadcast by our school commentator over a local radio station, and city newspaper publicity. We take advance orders from pupils and teachers who wish to take several roses home, and estimate corridor sales of single roses through a showing of hands in homerooms. We always sell our entire order—about 200 roses more than the advance estimate. Roses cost from 3.7 to 4 cents apiece, and sell for 5 cents each. The boys deliver faculty orders in the morning before school, while girls stationed throughout the building sell roses from attractive boxes hung from their necks by ribbons. We have a lot of fun on Rose Day, and the school has sold its 1500 pupils and their teachers a total of 6640 roses in five years—profit, \$81.67.—MARY BEERY in *Ohio Schools*.

College Project

Through the medium of studying colleges, my juniors in Laconia, N.H., High School write business letters, conduct interviews, prepare source themes, present oral reports, and participate in panel discussions. This project, used originally with seniors, brings even better results with juniors. Each pupil chooses one of a representative group of New England or New York State colleges, to which he writes for a catalog and other literature. If possible, he interviews one of its graduates, perhaps an undergraduate also. From material thus collected the pupil writes a short theme which puts to work his knowledge of notetaking, outlining, etc. He also gives a short oral talk before the class, and at the end of the project several periods are devoted to panel discussion of pupil-suggested questions. The pupils make a special study of self-help opportunities and scholarships. When the study is completed, the pupils' solicited opinions of the project are usually highly favorable.—MURIEL S. KENDRICK in *The English Journal*.

"Real Life" Office

"High-School commercial graduates are lost when it comes to doing a well-rounded job of office detail for a long period of time." To meet this widespread criticism, I worked out a new type of secretarial practice for my senior commercial classes in Jefferson, Ohio, High School. During the summer of 1939 a new commercial room was constructed. It was large enough to hold drop-top desks arranged

in office formation. A glassed-off partition at the rear formed an "inner office", housing office machinery, filing cases, and the instructor. From this sanctum I summoned pupils from the "outer office" by buzzer, for dictation or instruction. The two offices are also connected by telephone. The entire morning is devoted to commercial classes, and pupils work in groups of four or five, selected for like ability to take and transcribe shorthand into mailable form. Each group, and each pupil, is assigned a buzzer ring. The groupings are altered by tests each grading period, to conform to progress made. Groups, and individual members of groups, take dictation of varying speed and difficulty, at different times. As in an office, numerous activities are carried on at once. Some pupils type while others run the duplicating machines, make stencils, file, or take dictation from the Dictaphone or the instructor. Each day one pupil is assigned to the information desk near the door, which also holds the telephone; another pupil runs the Ditto machine; another the mimeograph, etc. The department does tests, programs, announcements, work for elementary classes, faculty correspondence, and school-newspaper articles, for both elementary and high school buildings.—RANDALL McLEAN MILLER in *Ohio Schools*.

"For the Custody of Eppie"

A problem of the literature classroom is to maintain pupils' interest in a lengthy classic. Some of them will say very frankly that "The book is too dead." My plan for introducing *Silas Marner* was that the actual reading was to be incidental to participation in a related project. Prior to distribution of the book a discussion was organized around the Gloria Vanderbilt case of a few years back (involving the fight for the custody of this famous child). When it was suggested that the book we were about to read presented a similar situation, the pupils eagerly agreed that a courtroom trial in class would be enjoyable. The trial was to pivot on the part of *Silas Marner* where Godfrey Cass expresses to Nancy a desire to claim Eppie as rightfully his own. The pupils realized that to obtain the facts for the trial it would be necessary for all to read the book very carefully. Pupils were selected for the parts of judge, clerk, two counselors, and the chief characters. The remainder of the class was retained as the jury—instructed to question witnesses at any time to insure complete class participation. The trial took place during several English periods. It was surprisingly well handled, and proved exciting. Before it was over, most of the important facts in the book were thoroughly discussed. A subsequent test brought gratifying results.—HARRY SHEFTER in *High Points*.

THE MAN *with the* BROOM

His chores and his critics are many

By JOHN W. MILLER

HE DOESN'T have a degree from a large university, no, not even a small college. He doesn't wear a white shirt. In fact, sometimes the shirt he does wear has a frayed collar and has on it, many times, a smudge that somehow resembles coal dirt. Sometimes he doesn't wear a coat around the school building. But school could not operate smoothly without him. He is the janitor.

For some unaccountable reason the janitor seems to be the most unpopular member of the educational system of the country. Vocally and in print he seems to be the object of very bitter remarks. Those who criticize find it so easy to condemn and so hard to praise. If he merits criticism for his sins of omission and commission, he also merits praise for his willingness to accommodate. Most of those who criticize never stop to consider the janitor's contribution



EDITOR'S NOTE: *"In reading professional magazines," writes the author, "I notice from time to time that the janitor seems to be the object of many uncomplimentary remarks. Every writer seems to have some complaint to offer, and no one has anything to say in defense of the janitor."* THE CLEARING HOUSE is glad to repair that wrong by publishing this article. All of these years, teachers have been carrying on their feuds with the janitor without trying to look at things through his eyes. Now, you are going to go down into the basement at dawn to shovel coal into the furnace, and then follow the janitor on his dusty, thankless rounds. Mr. Miller is supervising principal of the Orbisonia, Pa., Public Schools.

to a smoothly operating school system. His duties are such that the more thoroughly he performs them the less his presence and work are noted.

It is the janitor who must interrupt his work schedule to replace that broken window pane in Miss Myers' room. It was broken during class but Miss Myers thinks the janitor should stop that confusion in the hall.

When little Johnnie got sick and vomited on the floor Miss Brown sent immediately for the janitor. She didn't contribute to his annual Christmas gift. Oh yes, her desk hasn't been dusted since she came back from the Christmas vacation.

Mr. Carter asked the janitor to make him a wall cabinet. He didn't stop to think that the janitor would have felt more inclined to make that cabinet if Mr. Carter would show some consideration by having his pupils take a few seconds of time before dismissal to pick up all those little pieces of paper on the floor. They just won't sweep and it takes so long to pick them up.

The waste of towels and paper in the rest rooms is inexcusable. The children insist on using more than is necessary and then scattering the paper all over the floor instead of putting it in the receptacles provided. Mr. Allison, the civics teacher, complained to the principal about it the other day. He insisted the janitor be required to make hourly rounds to clean up.

Miss Parker insists that the windows in her room be washed every month. Her car hasn't been washed for two months and the gas station attendant cleans the windshield free. Besides, she doesn't have time for extra duties such as committee work or the spon-

soring of a club. George takes up all her spare time.

Mr. Prince came to school late this morning. He was very grouchy. A blizzard blew up late last night and Mr. Prince's fire was out when he got up at 7:45. By the time he got the fire built there wasn't time to eat breakfast or shovel that eight-inch snow outside. When Mr. Prince got to school he was in too bad a humor to notice that the block-long pavement in front of the school grounds had been cleaned and that the building was as warm as toast. Mr. Prince never stopped to consider what time the janitor had to get up every morning to have the building comfortable and to clean the pavement when necessary. He also forgot that the janitor had been at the building the night before until 11:30 because of the Senior play.

Miss Rowe thinks the janitor is a grouch. Several times he asked her to take her pupils into another room for rehearsals when it was his evening to sweep her room. She refused. It was her room to use when and as long as she liked. She intended to

defend her rights, the old grouch. Miss Rowe doesn't know that her pupils can always tell when she has been out on a date by her grouchiness toward everybody and everything the morning after.

Miss Enders was very angry the other day when the principal asked her to stay for a four o'clock conference. She had planned to go skating with Glenn. In her anger she did not recall how many times she and Miss Sampson had loitered in her room after dismissal discussing their current love affairs while the janitor paced impatiently up and down in the hall waiting to get the room swept so he could go home for supper and get back to open the building for the PTA meeting.

No, the janitor isn't perfect. He sweeps around the corners when in a hurry and sometimes he forgets to dust. In rare instances he comes to work drunk. Here and there, there is bound to be someone employed in the capacity of janitor who merits all the criticism he gets, but why condemn all of the janitors because of the failure of the few?



Our Battered, Overage Textbooks

One of the greatest values we teachers find in textbooks is the time they save us. No longer are we isolated within the classroom, concerned only with imparting knowledge. We are guidance counselors. We are coaches. We are administrative editors of school publications. We are takers of courses. We are visitors to the homes of our students. We are participators in conferences. A thousand and one worthwhile, but time-consuming, activities claim us. How we need the help that can come from well planned and up-to-date textbooks!

But our schools are run not for the convenience of teachers, but for the benefit of the pupils. How does the lack of new textbooks affect their work and progress?

A friend of mine who teaches in a nearby high school—a school which shall be nameless—was shocked the other day to find a boy had written upon a book receipt card, under the heading *Condition of book*, "It stinks." Thinking his vulgar

remark expressed the lad's reaction toward the contents of the reader, she called him to her desk to remonstrate with him. Then she discovered to her horror that what he had written was the literal truth. There was an unmistakable something arising from the battered covers, a something which could have done little to endear the volume to the learner.

In how many other schools throughout our state might similar conditions be found? How many of our grade teachers must feel ashamed, following morning health inspection, to ask their charges to study from textbooks which could not pass the inspection for cleanliness given the children? How can we say we are following adequate psychological procedure and continue to give out volumes antiquated in content, battered and worn in appearance—volumes which hold no attraction for fresh, eager minds?—JAMES L. HEGGIE in *Massachusetts Teacher*.

YOUNG MAN WANTED:

The senior yearbook suggests an idea

By JUSTIN B. GOLDFARB

THE RARITY with which the outside world calls up the high-school placement office to ask for a "nice young man" has been an obvious effect of these lean employment years. Job getting for youth can be a thoroughly discouraging task in these times. A recent estimate holds that almost half of the jobless in this country are the young people who have recently emerged from high school.

Our high-school placement bureaus can supply boys of talent and ability to serve as the raw material for training in virtually every vocation in the workaday world. As with most high-school seniors, however, these young people lack the business experience that most employers consider the prime requisite for hiring. A high-school placement office cannot offer seasoned and experienced applicants for jobs, but it can offer eager and talented youth to those firms who seek to train their men from the ground up.



EDITOR'S NOTE: *Figures of one high school on its graduates for the past ten years showed that of those who had obtained jobs, the school deserved credit for the placing of only one per cent. Another high school, reporting recently on figures for the past several years, claimed to have been the direct placement agency for about 25 per cent of its graduates who had obtained jobs. Probably many high schools might serve their job-hunting seniors and graduates better than they do. In this article, the author offers an idea which has not been tested, but which has interesting possibilities. Mr. Goldfarb teaches social studies in the New York City Evening High School.*

One bank has consistently preferred high-school pupils who can be trained in their routine. These young men can then be sent on to college at night for schooling along lines which the bank can direct. This bank has made it a point not to take college graduates who, they feel, do not adapt well to the "menial" level at which they think the future banker's training should begin.

The commercial art department of a large advertising firm wants apprentices who come without preconceived notions about the work they are to do. They want young people who can fit into the framework of the company, learning fundamentals until provision for encouraging individualism and initiative can be made.

There are, then, business organizations that will accept, and even prefer, employees without experience. It is to this group that the appeal of the high-school employment director can best be made. Day after day, hopeful seniors have answered their way through questionnaires about themselves. Our placement files are virtually buried treasures of future faithful employees for these firms, but the employers have rarely called to hire.

What could we do to make employers conscious of the able and willing high-school seniors who wished to work? As an answer to this question the Job Brochure was born in Erewhon High School.

In form the Job Brochure is not very different from the traditional Senior Book. There are individual pictures and a few lines for each of the pupils. However, instead of the usual quip to describe the pupil, his nickname and his service to the school, the Job Book gives a statement of

the talents or training each pupil can offer to make himself attractive enough that an employer might wish to hire him.

Each pupil composed a short paragraph about himself, which he tried to make interesting and brief. The paragraph included information on the following items:

Name:

Address:

Fields in which you would most like to work: (e.g., Advertising, Salesmanship, Stenography). List three fields.

Age: Height: Weight:

Typing Speed: Shorthand Speed:

Business Machines Operated:

Special courses which might be of help in work: (e.g., Photography, Chemistry, Office Practice, Merchandising, etc.)

Honor Societies, Clubs, Teams:

Business experience: (Only give type of work done and length of time employed.)

Information about yourself which you would like an employer to know.

A booklet such as this could not be of real value if it included the entire class. There had to be at least an elementary elimination. Pupils with particularly poor records, low personality ratings, disciplinary action or continued tardiness records were omitted. This was to be a booklet in which employers could have faith. They were to realize that any of these boys whom they might hire had indicated reliability, politeness and initiative up to this point. No boy, however, was excluded on the basis of his school career alone, except where his record was obviously bad. Every attempt was made to include all the pupils with any possibilities for success in the business world. Pupils who planned to go directly on to full-time study in college naturally were omitted. In the Senior Yearbook, which was also being published, all pupils were listed, as usual.

The selection of pupils was the combined work of a pupil and faculty committee

which was interested in creating a trustworthy booklet, rather than a catalog of favorites from which prejudice might exclude deserving names.

A committee interested in form and punctuation whipped into shape the paragraphs which had been submitted by the pupils. Each pupil had the right to see the final form of his description before it went to press. The placement supervisor had to be particularly careful that all statements made were true and could be verified by references on file.

The book had to be attractively bound and neatly printed. The chances of getting jobs for our pupils depended to a great extent on the way in which the booklet would set an employer thinking of the possible uses for a young man in his office or shop. Moreover, it was hoped that the employer would think of the booklet if he needed a young man at any time during the year.

To make the book most useful to employers, we compiled a careful index which listed each of the fields of work which the boys had shown to be their preferences. If an employer were seeking a boy interested in the electrical field, for instance, he could glance at the index and see that electrical work had been expressed as a preference by pupils 23, 34, and 71. Since the pupils were numbered in order, it would be comparatively simple for him to read about these boys.

The introduction had a few simple words to the employer. It explained that these boys were especially selected for dependability and talent, and were particularly interested in being trained for the future. Any pupils in whom the employer was interested would be glad to come for interviews. The employer was told that the placement bureau was anxious to suit his needs and that there would be sincere appreciation of any suggestions. He was also assured that references were on file, which would be sent if desired.

To give the book a lively start we called it "Young Man Wanted—New Faces for Your Firm".

The booklet was distributed to those business organizations which were likely to hire, such as the utility companies, large insurance companies, large manufacturers, etc. Requests were made to the local Chamber of Commerce and Rotary Clubs that publicity among their members be given the Job Brochure. They were exceedingly cooperative and considered the booklet in the nature of a service. The Alumni Association became particularly interested in employment for our seniors. In addition, records of the placement office were consulted for the names of business men who had at any time been able to use our graduates, and they too received copies of our booklet.

The situation did not rest there. Follow-up phone calls were made a few days after the booklet was distributed. The employer was asked whether he would like to meet any of the boys, or if there were any talents

he would like to find in the boys, which had not been listed. Was it possible that he would be interested in a boy at another time of the year? Did he know of any firms which would be likely to hire boys? Would he like to receive a copy of the new booklet next year?

Some of the pupils had the exceptional good fortune of visiting executives themselves to present the Job Brochure. By talking about the booklet and about themselves some of the candidates succeeded in obtaining positions.

The importance of good behavior is rapidly filtering through to the rest of the school. A good record of school service will be reflected in the Job Book. The possibility of future employment is the most appealing motivation that can be offered for serious school work.

The booklet is in the hands of the people who may have jobs to give. The Placement Office phone is beginning to ring with a merry song. If it's a "nice young man" that's wanted, we have him.



* * BREVITIES * *

There are just as many fashions in education as in hats, and just as funny.—
EFFA E. PRESTON in *New Jersey Educational Review*.

Educational conferences and dinners have become a fad, are sponsored by institutions for self-advertising, and are attended largely by suckers who are looking for better jobs. When are we going to learn to stay home and saw wood? A few good educational periodicals will provide the professional stimulus educators need at a lower cost and with greater efficiency.—J. R. SHANNON in *Peabody Journal of Education*.

So long as people apply the principles of cost accounting to education and demand a definite balance sheet of educational profits and losses at stated intervals, teachers will test and assign marks in terms of finance accounting.—LOWRY W. HARDING in *Virginia Journal of Education*.

The Little Grammarian, a unique and enterprising publication, appeared in 1829, and it was illustrated pictorially. "The active voice was represented by a teacher with upraised birch, the passive voice by the cowering child about to be acted upon, and the neuter by a child seated in a chair nearby and in an apprehensive posture."—LILY ROGERS WHITFIELD in *Kentucky School Journal*.

GEOMETRY COUP:

I departed from cubes and cones and emphasized the critical reasoning essential in today's democracy

By

KENNETH B. HENDERSON

HOW DOES a person who is criticalminded behave? This question must be considered before any attempt is made to build a course of study aimed at developing such an attitude. A person who is criticalminded:

1. Inquires about the basic assumptions in any argument.
2. Is sensitive to the multiordinality of words and their effect on people.
3. Recognizes the place of definitions in discussions and arguments.
4. Is disposed to view things objectively.
5. Recognizes and is not swayed by appeals solely to the emotions.
6. Is cognizant of the common types of bad reasoning: e.g., *non sequitur*, bad authority, *post hoc ergo propter hoc*, hasty generalization, sophistical refutations, and errors in formal logic.



EDITOR'S NOTE: "When a teacher gets the idea that something is of value," writes the author, "he modifies his courses (no matter what they may purport to cover) so as to make some attack on this desirable attribute. This has been my case. Believing that a person who is criticalminded is more of an asset to a democratic society than one who is gullible, I have adapted my course in solid geometry to meet this end. This article deals with what I have done in the past two years." From one point of view at least, solid geometry deals with reasoning processes, and its prisms, cones, and spheres are merely the stage props of the act. Mr. Henderson teaches mathematics in Rocky River, Ohio, High School.

7. Tests hypotheses either experimentally or vicariously by investigation of the deductions which can be logically drawn from them.

8. Is disposed to suspend judgment subsequent to obtaining further information.

9. Is not smug or cocksure.

Since I have taught solid geometry for several years, I determined to see in what way this course could be made to lend itself to underwriting some of these attributes. I shortened the traditional course considerably, and wrote guide sheets for two units which were studied during the semester.

The first unit was entitled the Importance of Definitions. The point of departure was the definitions which loom large in solid geometry. By tracing the meaning of each word we discovered the presence and unavoidability of undefined terms upon which all definitions are based. A consideration of such undefined terms as point, plane, and space led to the discovery of the infinitude of words in realms outside of mathematics whose meanings are hazy and ambiguous.

Outside reading of selected chapters of Isaac Goldberg's *The Wonder of Words* and Stuart Chase's *The Tyranny of Words* led us to an awareness of the emotional tone that attaches itself to words and phrases. We became aware of the connotation of a word as well as its denotation. Discussion of the examples which the pupils brought in led them to the observation that the connotations cause the difficulty in thinking with the concept. They also accepted Chase's conclusion that the dictionary is

not always a reliable authority for the meaning of a word; connotations change.

We studied the efficacy of the devices of name-calling and glittering generalities identified by the Institute for Propaganda Analysis. The examples which the pupils collected from radio, magazines, and newspapers showed them the prevalence of such smear-words as plutocrat, fifth columnist, dictator, and B.O., which indiscriminately applied to a person stigmatize him.

On the other hand, such terms as "fire-ball engine", "torpedo eight", "the American way", and "satisfactory progress" (which we use on our reports to parents) glitter and apparently convey a vague idea, but in reality mean little or nothing precise.

From time to time I tested the pupils by means of written discussions centering around broad leading questions. Some of the better-stated generalizations reached by the pupils were: "In any argument confused thinking often results because a certain term means one thing to one person and something else to another." "In discussions people ought to be expected to define important terms and crucial phrases." "The best way to tell whether a person is what he is called is to ask for evidence." and "Glittering generalities are frequently used in politics and advertising."

The second unit, the Role of Assumptions, began with a discussion of the "if-then" type of thinking which predominates in a subject like geometry. We studied superficially the non-Euclidean geometries of Lobachewski and Riemann in order to drive home the point that conclusions are a function of basic assumptions. This generalization established, we investigated the hidden assumptions in advertising and editorials.

I made use of two more of the devices identified by the Institute for Propaganda Analysis. Pupils were quick to point out that you have to assume in the Bandwagon device, "Three million new friends of Sweetheart Soap", that this many people

know best, and that you will like this soap too, in order to arrive at the conclusion, you should use Sweetheart Soap.

"Tastes finer than ever"—Ely Culbertson—is a typical testimonial device. To reach the implied conclusion—you, too, should drink Seagrams—you must assume that Mr. Culbertson is equally an authority on fine liqueurs, and, moreover, that you will like what Mr. Culbertson likes.

The illustrations which the pupils brought in were written up as logical arguments. The points necessary to reach the desired conclusion but not explicitly stated were checked as hidden assumptions.

A few of the simpler errors in reasoning, such as reasoning after the fact, hasty generalizations, false question, and analogy were studied and their basic assumptions brought to light. At the conclusion of the unit the pupils agreed that the detection of hidden assumptions was quite important, since, if the assumptions are accepted, the conclusion is inescapable.

Some of the pupils were a bit disturbed by our digression from the beaten path. All agreed that a knowledge of such things was invaluable, but some doubted that the geometry class was the place for it. We frankly discussed the assumptions behind my including such study, and those behind the thinking of the pupils who disagreed with the procedure, and thus secured a homely illustration of the very thing I sought to teach them—disagreements come from a clash in values.

That criticalmindedness was developed in some pupils I am inclined to deduce, from the comments of other teachers and parents who say that their discussions with the youngsters are now interspersed with remarks such as "That depends upon what you mean by 'successful'." "You are assuming so and so." "How can you be sure that there are no other possibilities?"

I have been satisfied with the change and the progress the classes have made, and intend to do more with the course next year.

OLD SOBER-FACE:

"Stilted, academic, totally uninteresting"

By GODFREY M. ELLIOTT

PAINFUL to accept, but nevertheless true, is the statement recently made by a capable high-school teacher: "the 'best' educational writing calls for an interpreter before the average classroom teacher can understand and appreciate it." The most painful fact of all is that this same teacher, if she were called upon to write about some of her effective classroom work, would construct just as stodgy, sober, uninteresting, and involved a report as the ones she complained about.

It is an accepted fact that the average person has three vocabularies. Of these, the one he uses in reading is by far the more extensive. The one with the smallest number of words is the conversational or "everyday" vocabulary. Somewhere in between

these two extremes is a person's writing vocabulary. In one individual this third vocabulary may be very similar to the conversational vocabulary, while in another it is very close to the one used in reading. Unfortunately for most teachers, it is this latter type which most often finds its way into the pages of the educational journal.

Pity the poor layman who, with occasional understandable curiosity, picks up a professional magazine while waiting to see his son's high-school principal. To him, education is a mumbo-jumbo of words and ideas to which he is compelled by law to contribute. Pity, too, the average classroom teacher who would like to know what lies beyond the horizon of her workaday classroom problems. To her, education is a sacrosanct circle into which only the mystic knights of the Ph.D. gain understanding.

The complaint most often registered by high-school teachers is not one against vocabulary, but rather the expression of a natural distaste for reading material that is stilted in phrase, academic in construction, repetitious in style, and totally uninteresting in effect. Too many educational writers start out with an interesting report outlined between their ears, only to end up with a grammarian's nightmare on paper.

Upon many an educational writer, an invitation to write for publication produces much the same result as pouring a rawboned country boy into his first mail-order blue serge suit: he becomes so completely and painfully conscious of the simple mechanics of his actions that he makes an utter fool of himself.

Too many educators speak and write for the jealous scrutiny of their fellow experts

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EDITOR'S NOTE: *There are many educational journals published in this country, and they have many contributors. The author's uncomplimentary remarks are directed, presumably, at the average article in the educational field. But did you ever read a copy of the Journal of the American Medical Association? Did you ever read a law journal—or, in fact, any journal in another professional field? It is often lamented that so few top scientists can communicate with their fellow man. They generally use words with as many syllables as a freight train has box cars. And their sentences are little short of transcontinental. By all means let more teachers write clearly, simply, brightly. But let practitioners in the other professions try to do likewise. Mr. Elliott is principal of the Oakvale, W. Va., High School.*

instead of for the common good of the general profession. What the educator needs today is not a raise in salary but more life in his writings and fewer stale, forced jokes in his platform addresses. He needs to create and to read more material on the order of *The Saber-Tooth Curriculum*. He needs to forget the celluloid-collar style of his high-school grammar and to infuse his work with naturalness, with life, with an appeal to the teacher. That is not to say that all his addresses and all his writings should be given over to a spirit of levity, but that he

should use his "everyday" vocabulary instead of the artificial, stilted one that he has so laboriously cultivated for platform and publication.

If educational writers could but climb down from their perch and talk "just like ordinary folks" about professional problems, the high-school teachers of this nation would profit immeasurably. It's a queer, but downright common quirk of human nature that makes an individual self-conscious the moment he takes his typewriter in hand to do a piece of writing.



Every Teacher a Collector—or, How to Get the Pupils' Pennies and Nickels

When the board of education published its requirements for teachers of English, it said nothing about a knowledge of collections. . . . Now I find myself in the position of collector-in-chief without having had any pedagogy or alertness course in the subject. . . . By observing the super-salesmen in the school, and by assiduous application to books of selling, I am beginning to master some of the fine points that help to part a student from his money. . . . My real trouble begins after I get the money.

The cash and carry policy does not hold in these collections as the customers' income is either unsteady or non-existent. Instead, an instalment plan must be used and a credit system established. . . . and when there are numerous drives launched with fifty students in various stages of partial payments, the collecting becomes more than an extra-curricular activity.

Life and the classroom might be a little brighter if there were one collection a term, but history and the authorities decree otherwise. To date there have been at least six drives. In addition, we also sell milk and crackers and that runs into pennies. My purse at the end of the day is a mess of change. This used to drive me into a daily shopping expedition to get rid of it until I discovered that small change into large bills can run. Add to that the pressure of noblesse oblige, the honor of starting off each collection, and I found myself hovering on the brink of insolvency until I hit upon the expedient of putting each account into a separate

envelope. My purse took on the aspect of a budget envelope or card catalogue as a result. My lipstick often gets into the wrong file, and though my accounts may be progressing, my mental health is being undermined. . . .

Then there are the collections in cans. This involves a transportation and storage problem. Carrying the cans around is a nuisance and finding a safe place to store them is even harder. Your desk is already filled and your locker bursting with books. The only thing left to do is string the cans on a belt and wear them as a street-car conductor, or around the neck a la a dowager's collar. . . .

My next-door neighbor, Mr. Protem, has a neat method of keeping his accounts. He does not bother with bags or cans. He keeps a ledger or journal. He has numbers in blue ink and red ink. At the end of the week he figures out what everybody owes him, and presumably he collects. The only flaw I find in that method is that the sum becomes too phenomenal for a student to pay all at once. . . . My follow-up technique is still imperfect. Students don't take me seriously enough when I request payment. In the business world, I understand there is repossession of the article or selling out at auction. I shall have to consult the by-laws on the matter and proceed accordingly. I still feel that there is need of an in-service course on the subject to make teachers more efficient collectors. I am sure, however, that if all collections were dropped, I should be a better teacher of English.—SARAH THORWALD STIEGLITZ in *High Points*.

What junior-high-school pupils think of their **CLUB PROGRAM**

By
JOSEPH C. KEIFER

DO THE pupils in your junior high school like the club program which has been organized for them? A club program for a school is something which has been considered an integral part of education for the whole child, and, as such, it has been pushed, shoved or choked down the child's throat without giving him an opportunity to say anything about it. To get an idea of what pupils in our school thought about the club program organized for them, we submitted a questionnaire to the pupils.

The questions were the result of suggestions given by authorities in the field of school clubs, and of problems which arise from the administering of the club program in any school. The questions were of the "Yes" and "No" response type, in which the pupil checked the response he desired.

The list of thirty-four clubs in our school was divided into two main divisions, elective clubs and selective clubs. The elective group of clubs is composed of those from which pupils are free to make their own choice, while the selective clubs obtain their membership by teacher selection or by

pupil vote. This latter group comprises what is sometimes called "administrative clubs", because they aid in the handling of school and pupil relationships and in the handling of certain school equipment or parts of the school plant.

The elective division of clubs was separated into four groups: (1) fine arts—made up of dramatic, chorus, art, and piano clubs, (2) physical activity—archery, tumbling, dancing, cheer leader, and ping pong clubs, (3) hand skills—girl's woodshop, boy's cooking, handcraft, and model airplane clubs, and (4) special interests—kodak, driving, chess and checkers, hobby, sports discussion, cartoon, and model clubs.

The clubs forming the selective group follow: student council, radio, intramural, auditorium and stage crew, library, and band.

Each pupil was instructed to check on the questionnaire the group to which his club belonged. The results were first tabulated for the responses given by all of the pupils in all of the various clubs without consideration for the club group. After this tabulation was completed, a tabulation for each club group was made. No pupil identification was placed on any questionnaire.

The questionnaire was composed of the following questions:

1. Do you like the club of which you are now a member?
2. Do you believe that most of the members of your club enjoy the activities that are carried on under its program?
3. Do you like the way in which clubs are selected for each semester?
4. Realizing that it is not always possible for you to have the club of your first choice, do you believe that the present method of assigning clubs is satisfactory?

EDITOR'S NOTE: *This article reports the opinions and suggestions of pupils of the Mellon Junior High School, Mt. Lebanon, Pittsburgh, Pa., concerning the school's clubs, gathered as part of a survey of the activity program. "I believe," writes the author, "that this survey is the type of procedure recommended by Miss O. Loise Lintz's "Activity Check-Up" in the May 1940 issue of THE CLEARING HOUSE." Mr. Keifer is vice-principal of the Mellon Junior High School.*

5. Do you believe that each pupil should belong to some club?

6. Do you believe that pupils should have an opportunity to select new clubs at the beginning of each semester, as we now do?

7. Do you believe that pupils should keep the same club for the entire school year, that is, the same pupil would be in the same club for two semesters?

8. Do you believe that your club is too large?

9. Does your club have a president?

10. Do you believe that it is right that some clubs have dues?

11. Do you believe that your club has a relation to school work?

12. If a club has no relation to school work, do you think the school should sponsor such a club?

13. Do you believe that if 15 or more pupils are interested in a club, regardless of its purpose, that the school should sponsor it?

14. Do you believe that clubs should provide an opportunity for pupils to express themselves?

15. If clubs do not provide an opportunity for pupils to express themselves, do you believe that that club should be sponsored by the school?

16. If a club is not interesting, do you feel that the lack of interest is due to the pupils rather than to the sponsor?

17. If a club is not interesting, do you feel that the lack of interest is due to the sponsor rather than to the pupils in the club?

18. Do you believe that the pupils in a club should be responsible for the type of program the club offers its members?

19. Do you believe that the sponsor of a club should be responsible for the type of program the club offers its members?

20. Do you believe that both members and sponsor should be responsible for the type of program the club offers its members?

Since it would be inadvisable to give explanations of the answers to each question, only a few of the most important ones will be discussed.

The first question is of course very important to the pupil and to those who administer a club program. The responses indicated that 72.7 per cent of all pupils in all the various clubs like the clubs of which they are members. The pupils of the special-interest group like their clubs least, and the members of the hand-skills group like their clubs most. This same belief is closely confirmed in the answer to question two, for

73.3 per cent of all the pupils in all the clubs revealed that the members enjoyed their club activities.

The pupils showed by a very high percentage—85 per cent—that they favored the present method of selecting clubs (Question 3). Under this method the various clubs offered the pupils, from which they may elect the club of their choice, are suggested by the pupils themselves. After a summary of the pupils' suggestions have been made and a sponsor provided for each club, the pupils are asked to make first, second, and third choices of clubs.

Many experts in the field of clubs believe that every pupil in a school should belong to a club, but each expert has his own idea on how this membership is to be obtained. McKown says that no pupil should be forced to join a club, that such forcing only kills interest and spontaneity because the club acquires a "have to" rather than a "want to" motive. He states that the program should be based upon interest, not compulsion, and he believes those not interested in any club should be provided with an opportunity to study or to do other school work.

Experts seem to agree only in part, for Fretwell states, "In constructive policy, where the club idea prevails, the school attempts, without coercion, to provide a club for every pupil and to see that every pupil, even the most diffident, finds his or her place in a club."¹ How all the pupils in a given school may be placed in a club without coercion is still a problem unanswered by most administrators.

In our school pupils were asked to elect a club for two semesters, no study periods being provided during the club period. It is at the end of this second semester that the response to question five is studied with some concern, for 83.5 per cent of all the pupils in all the clubs believed that each

¹ Fretwell, Elbert K., *Extra Curricular Activities in Secondary Schools*. Boston: Houghton Mifflin Co., 1931, p. 264.

pupil in the school should belong to some club. Perhaps the minority 17 per cent are the pupils whom McKown mentions. It is interesting to note that at the time this report was being prepared, the club elections for the following semester were being held, and an opportunity was provided for pupils to elect a study in place of a club. Not one pupil elected a study as a first choice.

Should a pupil be assigned to a club for one semester or for an entire school year? There is almost unanimous opinion among the pupils of our school that they should be assigned for one semester only. While the response to question seven is not quite in the proportion that one would expect when the reply to question six is studied, it is, however, in agreement.

Question ten asks the pupil if some clubs should have dues. Two thirds of all the pupils in all the clubs agreed that some clubs should have dues. It is interesting to note that only 48.6 per cent of the members of the hand-skill group, who have to pay more and higher dues than almost any other club, believed that some clubs should have dues.

Questions sixteen and seventeen draw attention to the interest of a club. There is fairly close agreement in response to question sixteen by all of the pupils from all of the clubs and from the pupils of each club group, for a few more than one half of these members feel that the lack of interest in a club is due to the pupils rather than to the sponsor. When the responses given for question seventeen are examined, the results would indicate that both pupils and sponsors are responsible for the lack of interest.

The last three questions deal with the individuals who are responsible for the club's program. More than two-thirds of

the pupils believe that the members of a club should be responsible for its program, while less than one-half believe that the sponsor should be responsible. When asked if both the sponsor and the members should be responsible for the program to be presented by the club, approximately 90 per cent of the pupils were in agreement.

Some of the important facts brought forth by this pupil survey are:

1. That 72.7 per cent of all the pupils in all the clubs liked the clubs of which they are members.
2. That approximately 85 per cent of the students are satisfied with the way in which clubs are selected each semester.
3. That about 86 per cent of the pupils are willing to accept the present method of assigning clubs.
4. That more than four fifths of all students believe that each student should be a member of some club.
5. That more than 95 per cent of all students believe that a club assignment should be for the duration of a single semester rather than for a whole school year.
6. That the pupils believe that the members of the club and the sponsor are equally responsible for the lack of interest in a club.
7. That approximately 90 per cent of all the pupils believe that both the members of the club and the sponsor should be responsible for the program offered by the club.

To say that these results are conclusive in their scope would be false. They are only the views of one student body numbering more than 900 and from only one junior high school, but these are the opinions of pupils, for whatever they are worth, who are so often neglected when experts propose their theories.



The teaching of conservation should produce citizens who regard anti-conservation practice as unjust, even criminal, robbing present and future boys and girls—as wrong as any stealing.—C. W. STONE in *School and Society*.

THE EDUCATIONAL WHIRL

A department of satire and sharp comment

Contributors: EFFA E. PRESTON, FRANK I. GARY, CECELIA LODGE, ALAN WHYTE, CARR SANDERS, R. ELIZABETH REYNOLDS, and EMMA LEE FARMER.

"Be Prepared"

A recent pertinent Whirl paragraph by Mr. B. W. suggests that Latin has been retained in many schools chiefly for the protection of Latin teachers now in service.

Have schools of education been so thoughtless as to "equip" teachers in ancient Latin without exacting of them strong alternate majors in the practice and understanding of at least one living Latin language? Whoever heard of secondary-school teachers of ancient history who were not required to know modern history, even current history?

E. L. F.

Stock Question

Gradually I am giving up some of the stock questions of my profession. No longer do I ask my English pupils to talk or write about how vacations were spent. The child of a friend of mine unsuspectingly stopped me.

Her family had not been out of town all summer. At breakfast one morning about a week before school started, she said, "I don't mind not going anywhere. It's just what the kids will think when the teacher asks the first day of school where we went during the vacation."

R. E. R.

Botanical Bunk

The late Heywood Broun used to say, "I don't mind spinach so much; it's the sand in the spinach that gets me down."

It's the sand in the educational spinach that gets



EDITOR'S NOTE: *Among the contributors to this department are superintendents, high-school principals, and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.*

a lot of honest teachers down. They listen to beautiful and inspiring talks—and some folks inspire very easily. And when they find out to their surprise and sorrow that it's only verbal sand it's very depressing.

E. E. P.

Luminaries' Wisecracks

How often has education received a kick in the pants from the wisecrack of a well-known educator who says something witty in a convention speech, meant merely to keep the dozing delegates from passing out of the listening audience completely?

The news reporters, sensing the sensational, but lacking a true knowledge of the tricks of convention oratory, capitalize the remarks. And the taxpayers, believing their papers, say as usual: "I always said the schools were no good."

C. S.

The Daily Drain

Teachers must remember how much they owe to appearances. They're seldom able to forget how much they owe elsewhere.

They have to look young, attractive, carefree and intelligent, all at once. That's a difficult task for anybody but particularly so for teachers who use up as many efficiency ergs in their daily work as an entire CCC Camp. Using up efficiency ergs is hard on the looks; we know.

E. E. P.

Blitzkrieg Testing

Miss Dollop decided to give six weeks' tests for a change. She didn't tell her associates it was a change; she just told them all the work she had ahead of her. The test was made up of three parts. The first consisted of ten objective questions; the second was made up of five objective questions. When the pupils finished the two parts they exchanged papers while Miss Dollop read the correct responses and her classes checked their work.

The third question was an essay. Miss Dollop marked this herself. If they filled up the whole

page she gave them 40 points, half a page, 20 points, etc.

Tough work this correcting papers! C. L.

Graphic Report Cards

After reading a short item in *THE CLEARING HOUSE* on artistic report cards, Laura Spiller, who always tries to be practical, said:

"If report cards were more artistic maybe parents would look at them. But personally, I think that it would be more graphic if we used pictures in place of the A's and B's. If I had my way I'd use a rubber stamp; I'd stamp 'thumbs up' or 'thumbs down' and let it go at that."

F. I. G.

For Whom the Pupils Toil

Few people outside the profession realize with what dispatch papers are corrected. The day you give the written work you decide you've used enough dispatch cleaning out your desk, and cleaning out your closet and cleaning out the bookcase, so you don't correct them that day. You stack them up planning to start in correcting on the morrow.

The next day they worry you sitting there while you are teaching. So you put the pile in your desk and then forget about them in your free period.

The following day a set comes in that's easy to correct so you start in on them. That evening you take them home, but the boy friend calls up and asks you to go to a concert so you go to school early the morning after, and get half of one class done.

One of the pupils asks you about his paper and you tell him you've been so busy you haven't had a chance to finish them!

When a free period comes the principal asks you to take a class to the auditorium. You swear you'll stay after school and finish to the last paper and then remember there is a PTA meeting. The keys are mislaid and you can't get into your room, so the papers stay on your desk overnight.

The next morning the janitor explains that he found a lot of papers all over the floor and had put them in his basket. Couldn't you have the children keep the room neater?

Well, anyhow, good teachers don't correct all their papers.

C. L.

Heard in the Prin.'s Office

"Yes, Ed, our Board sent all of our janitors to State College for that course in Custodial Service. . . .

"No, I wouldn't recommend that course again. It ruined all of the training I've given Jim; he's so busy now looking at equipment catalogs that he doesn't have any time to clean the windows of my office!"

A. W.

Sympathetic Supervision

Emery Snoup, the "academic" supervisor, was discussing a classroom visit with Miss Casper.

The memory of that class period was a nightmare to Miss Casper; everything had gone wrong; and the supervisor's analysis made it seem worse than ever.

Finally, Miss Casper, a sensitive soul, lost control of herself and started to weep.

Mr. Snoup was touched by Miss Casper's display of emotion, but his course in the "Supervision of Instruction" had not set up a procedure for dealing with "The Weeping Teacher", so he had to devise a solution for this situation. He phrased his remark in his best supervisory manner, reached over and touched Miss Casper lightly on the arm, and said, "Now, Miss Casper, don't take it so hard. Why, I recall that my first efforts in the classroom were crude, too."

F. I. G.

Tessie to Tilly

"It's about time, Tilly, that you realize that our school is administered for the convenience of the principal. It used to burn me up, too, when the office refused to follow my recommendations in changing pupils' schedules. If you really want to get those schedules changed, have the parents make the request."

A. W.

Albert Got an A

Clem Shrewdy is still chuckling over the following letter that he received last week:

"Dear Mr. Shrewdy: About six weeks ago Albert handed in eight posters on communication, and Mr. Climber and I are pleased that you gave Albert an A in social studies this month.

"Albert told us that you are displaying his posters on your bulletin board. When you take them down, kindly return them to Albert. I wouldn't think of asking for them, but I spent several evenings looking for pictures to cut out and Mr. Climber spent hours in lettering the posters for Albert. You probably know that we have two other children and it will save us a lot of time if they can use these posters for extra credit work when they get to the 7th grade. Most Sincerely,
Hilma Climber."

F. I. G.

The Case of PUPIL Case History No. 7: School vs. a boy's problem PETER GALLAGHER

By MAY F. McELRAVY

PETER PUSHED a stray lock of red hair back from his freckled forehead, and with the awkward shuffle of a twelve-year-old boy barged into the principal's office.

All morning long Peter Gallagher had fitted words together, words he could use when he went to Mr. Bates to ask to take manual, words which would make him see how *important* it was to Peter.

Now, while he waited for Mr. Bates to look up from the letter he was writing, the words jumbled into a lump in Peter's throat.

There was a droop about the boy as if something had happened to the marrow of his boyhood. His neglected clothes hung loosely on his undernourished body, and his anxious gray eyes, set deep above high cheek bones, seemed to be inquiring far beyond his dozen years.

This noon they reached up to the master clock between the high windows on the

south side of the office, splashed now by melting snow which dripped from the roof onto the wide window ledge.

Peter wondered which made the louder sound, the ticking of the clock, the dripping of melting snow, or the pounding of his heart.

It was while he was thinking about that that Mr. Bates looked up and asked, "What's the matter, Peter?"

Peter ran a thin index finger back and forth along the groove which made the edge of the desk, trying to think just what he meant to say first. He swallowed to put down the cud in his throat and finally asked in a husky voice, "Please fix it—so's—I—can take—manual now."

"What's stopping you?"

Peter colored quickly. Would it be better to tell Mr. Bates now that he didn't ditch school to be onery or wait 'til he accused him of ditching?

Mr. Bates opened a drawer in his desk and ran through the cards filed there until he found Peter's. He took it out and began to study the notations on it. Finally he looked up at Peter for an explanation.

Peter knew why he got each demerit.

The first stood for that day in September, the day after he begged his father to put a white stone cross, like all the other white crosses, over his mother's new grave.

And Peter waited and waited for his father to say he would. No, he'd never forget the sadness in his father's voice when he finally answered him. "Peter, I want to put a cross out there but it'll take all I can make to pay the bills and buy our food."

So Peter had determined to mark the

EDITOR'S NOTE: By a "problem child" the teacher usually means a child who is a problem to him. In many cases, wouldn't it help if the teacher took exactly the opposite point of view? Perhaps the real problem in the case is the one that the child faces—something that can be solved, or at least taken into account. Take Peter Gallagher, for instance. The author, a former teacher and now a professional author in Denver, Colo., writes, "As a teacher I once helped a boy like Peter get his feet on the ground. In this story, Peter represents the many pupils who are less in need of disciplining than of an understanding teacher."

place himself. Ain't I oldest? he demanded of himself, and forthwith began to think of a way.

Mr. Bates got up and walked over to the window. Peter could see he was watching the melting snow dripping, waiting for Peter to explain, and Peter began to think how his mother used to always find a way out of their difficulties when his father was out of work rather than ask for relief.

That was what he'd tried to do that noon in September when he came to men taking up geranium plants along the parkway and asked if he could have some. 'Course he ditched school so that he could plant them out there before he had to carry papers.

They'd still had scarlet blossoms and gee, when he saw how beautiful they looked among all those white stones he was proud of himself for thinking of doing it.

Mr. Bates came back to his desk and picked up Peter's card.

"Truancy," he read and

"Profanity."

"Does not study."

Rigid with frustration, Peter listened, and listening, a savage something within made him hate men like Mr. Bates, men who could keep kids like him from taking manual and making a wooden cross. That was how they punished him for not studying. How could he study when he was always thinking how different everything was since she'd gone, always wondering why she couldn't stay?

His chin began to quiver. He ground his teeth together to stop the quivering. He wasn't a softie. He knew he must stop hating too. She'd always told him hate just got more hate, and what he must have was Mr. Bates' faith in him so that he would understand Peter didn't break rules to be mean.

Seeing all those marks on his card chilled him just like the chill which shriveled his heart the day he found the geraniums killed by frost and the place unmarked again.

Sure. He swore that day. Swore plenty

at a world so hard. Then he cried, bitter, lonely tears for her. That sobered him and he determined to find another way.

Day after day he ditched school until he had gathered enough white stones from the dry creek bed to outline her grave. What else could he do?

But after that he stayed in school and he studied too, till millions and trillions of snow flakes piled in the streets and covered every white stone he had laid so carefully.

He went to his father again. "Dad, I've saved quite a lot for a stone cross. Could you put some with it?"

His father's shoulders drooped and he shook his head. "I've had my wages cut. There'll be nothing for coal when this is gone."

Peter did not hesitate. He got the can which held his savings and put it into his father's work-knotted hand. "Use this, Dad."

For days after that Peter's hands were raw from making a cross of snow, a cross taller than all the others in the cemetery, one which gleamed and sparkled when the sun touched it, and because darkness came so early *then* he'd ditched school afternoons so that he could work on the cross before it was time to bag his papers.

Mr. Bates was watching the dripping snow again. So was Peter and he was thinking, If the snow on the roof is melting, 'course her cross is melting too. Oh, he just had to get Mr. Bates to let him make one of wood! He'd paint it white. Frost and sun couldn't spoil the cross he'd make. It would last and last—

The principal came over and put his arm across Peter's shoulder. Something in the gentle pressure on his thin shoulder made Peter feel like he used to feel when his mother understood when he did something wrong, and he wanted to come clean to Mr. Bates. 'Course Peter knew kids must keep rules. He wished he wouldn't shake so.

"Peter."

"Yes sir."

"There's something bothering you deep down. Can't we talk it over?"

Peter felt the reassuring arm again on his shoulder and with that he began, "I want to make—"

"Make what?" Mr. Bates encouraged.

"A cross. A wooden cross I can paint white, a cross that'll stay on her grave 'till I'm a man. I saved three dollars and 'leven cents for one then—" Peter paused.

"Then?" Mr. Bates led him on.

"Dad needed it."

The boy's narrow body straightened and he declared, "That's why I've just got to take manual, Mr. Bates."

Peter's deep-set eyes were glued on Mr. Bates' face trying to read the answer. Was that mist in the principal's eyes, Peter wondered, as he tore Peter's card into bits?

What made his voice sound so husky when he said, "That is manual day. Come, you may begin on your cross at once."



"Fit School to Child": The Slogan of a Lost Tradition?

By H. E. DEWEY

Slogans are almost as popular in the field of education as they are in propaganda and advertising. They can be as misleading or even subversive as "not a cough in a carload" or "ham and eggs every Thursday".

The genius who invented the oft-repeated phrase, "the school should be fitted to the pupil, not the pupil to the school", had something to say worth saying, and he said it.

But the many who have relied upon these words of wisdom and have tried to apply them to school situations have fallen into the mistaken notion that fitting the school to the pupil means giving him just what he wants when he wants it, at a complete sacrifice of tradition and common sense.

Fitting the school to the child is an idea at least as old as Quintilian. That somewhat pedantic Roman schoolmaster believed that lessons should be made attractive, that corporal punishment was unnecessary, that subjects for declamations should be suitable to the boys' interests, and that they should be modeled closely on real life.

Comenius in his quaint and pious way tried to adapt the school and the teaching process to the laws of Nature as he understood them, and Pestalozzi spent his life in an attempt to understand the growing child, as a guide to teaching him the culture of his day.

If we could read probability into history we

would no doubt find that the idea was never quite lost. It merely languished in the casual ineptitude of mediocre teachers.

It would seem that our slogan has at last caught up with our tradition, but that society, in re-coining the slogan, has lost the tradition. We should have kept the tradition and thrown away the slogan. Instead of that, we forgot the tradition, and here we are with a ready-made slogan.

The school is necessarily an artificial, man-made institution, imperfect in operation, uncertain of its objectives, and hesitant about pioneering in fields alien to tradition. Its barnacles of tradition weigh it down, but we cannot escape the past by flying off on a tangent. The school is not bound by the prevailing culture, it is bound to it. Whatever it has become, it derives its prestige and technique from the culture which produced it.

Coming back to our slogan: If, in the child's development, he is to make adjustments, adapt himself to the prevailing culture, and perhaps seek to improve that culture as opportunity permits, who can deny that a part of this adjustment must be made to an institution which his own culture has produced?

There is, in short, no better argument for fitting the school to the pupil than for fitting the pupil to the school; learning is a give and take process in which both school and pupil must share.

Arsenal High Schools' *democratic* GUIDANCE PLAN

By

HANSON H. ANDERSON and J. FRED MURPHY

WHAT ARE YOU doing in guidance?" This is one of the first questions asked by visitors to our school. This inquiry usually predominates because the very foundation and practices of the school have been based upon a guidance philosophy—a guidance philosophy which contains true democratic ideals in education. Any educational institution which is truly democratic must assume the responsibility of presenting factual information in such form that pupils are able and free to make sane and practical decisions.

This phase of our philosophy stimulates our visitors in quest of information concerning our guidance program to seek evidences of democratic practices which might help pupils to make wise decisions. Needless to say, it would be impossible to review the entire guidance program at this point. However, whether administrators, guidance officers, or teachers, our visitors have shown intense interest in certain procedures which are obviously democratic.

First, a pupil questionnaire has been prepared and utilized. It contains the following questions aside from those pertaining to sex and grade.



EDITOR'S NOTE: Mr. Anderson writes, "We believe that we have an unusual plan for making guidance more democratic in the Arsenal Technical Schools. Our policy is to encourage as much as possible pupil participation in this phase of school life." The Arsenal Technical Schools, of Indianapolis, Ind., consist of the Technical High School and Vocational Schools. Mr. Anderson is principal of this group of schools, and Mr. Murphy is a member of the faculty.

1. Are you going to attend college?
When?
Where?
2. What is your present choice of occupation?
3. For what occupation are you preparing in high school?
4. Would you like to read and discuss recent information concerning your occupational choice, or choices?
5. Would you like to take different tests that may aid you in the choice of an occupation?
6. Would you like to discuss your occupational choice with some business man?
7. What questions do you now have concerning your choice of an occupation, or your employment after graduation?
8. For what firm would you like to work after graduation?

To avoid teacher influence, all pupils are requested during a sponsor-room period to write their answers on the questionnaires. The sponsor teachers then turn the questionnaires over to the office for individual and collective consideration. This questionnaire in no way counteracts or interferes with the personnel records utilized by orientation and sponsor teachers in their program of continuous guidance. It is an additional method of securing information to be used in the solution of individual and group problems.

Uses made of the data obtained from the questionnaire follow:

1. Pupils having any discrepancies in answers are called in for interview. For example, if a pupil states he is preparing for college when his occupational choice does not require it, a personal interview provides a means of clarifying the misunderstanding.
2. Pupils desiring opportunities to read and discuss recent occupational information are called in for informal reading and discussion.

3. Pupils desirous of taking batteries of individual scholastic and mechanical aptitude tests are called for that purpose. Parents are encouraged to come to the school and discuss the results.

4. Pupils who wish to discuss their occupational choices with business men and women are provided the opportunity. Last year, for example, senior boys interviewed Rotarians and senior girls interviewed Altrusans.

5. Pupils having specific occupational employment questions are interviewed by the proper school authorities.

6. Pupils having preferences for employment in certain firms are given a chance to come in contact with such employers before actual employment takes place.

7. Guidance forums are planned for seniors on the basis of the compiled data. For example, non-college seniors in the vocational departments are given an opportunity as a group to hear and discuss with business men the problems of employment suggested by them. Attendance is optional. On May 9, 1940, the speakers on a senior forum considered the following topics: (a) What Services are Rendered by the Junior Placement Bureau of the State Employment Service? (b) What Services are Rendered by the Placement Bureau of Arsenal Technical Schools? and (c) How Can You Hold a Job after Securing One? Following the talk on these topics, pupils were given the opportunity to ask questions.

The development of guidance forums based upon the needs of pupils leads to a second procedure as democratic as the first. Following each group-guidance meeting, another questionnaire is presented to the pupils in attendance. They answer the questions without signing their names, and leave the blanks with assistants stationed at the door. Here is the questionnaire:

PART I

Check the answers which best describe your personal viewpoint.

1. Did you get any direct benefit from this meeting? Yes No

2. Do you believe this type of meeting will be of value to seniors in the future? Yes No

3. Should there be more than one meeting of this type for seniors? Yes No

4. Do you believe (in view of your high-school experience) that others aside from seniors should have the opportunity of attending this type of meeting? Yes No

PART II

What suggestions will you make that would help us in planning meetings in future years? Indicate your suggestions on the lines below.

According to the summary of pupil responses, 98 per cent believe that the forums are of direct benefit and should be extended in scope. As many as thirty-five different suggestions for planning future meetings were received on one occasion. In addition, the findings are used to evaluate and re-evaluate our group-guidance meetings. This whole phase, therefore, is another illustration of guidance as a democratic procedure.

To this point we have been demonstrating the importance of reaching individual and group problems through three distinct techniques of guidance: (1) Acquisition of pertinent and preliminary data based on the needs and interests of the pupils, (2) development of a program involving the preliminary data, and (3) an adequate follow-up to evaluate and re-evaluate the program.

Such data serve as real evidence of the need for sound guidance practices.

In conclusion, can it be said that the methods are democratic? Can it be said that the pupils are treated as individuals with a knowledge of their problems? Can it be said that the pupils are given an opportunity to present their views concerning educational practices? Can it be said the outcomes are sound educationally? Because of actual experiences, our answers are in the affirmative, and it is our firm conviction that guidance is more democratic when one utilizes the techniques which recognize individual and group problems.

SCHOOL NEWS DIGEST

Edited by THE STAFF

DEFENSE: The first catalog of the Information Exchange on Education and National Defense has been published by the U. S. Office of Education, Washington, D.C. This catalog lists reports by schools, reprinted articles from educational journals, etc., selected and recommended for reading by school people interested in various phases of defense training, education for defense, and similar topics. Teachers may borrow packets of articles, or single articles, listed in the catalog. Length of loan, 2 weeks. Copies of the catalog may be obtained by writing to the above address.

BOMB SHELTER: Seattle practices a blackout. The Army grows and practices defense of the nation. And now comes the report that 100 pupils of the Dalton School, in New York City, spent the month of March practicing at being evacuees in a bomb-shelter school three miles from Milford, Conn. The experimental bomb-shelter school is claimed to be a \$75,000 plant, whose four buildings include study rooms, a social hall, and dormitories. All buildings are camouflaged to be invisible from the air. Another group of 100 pupils will occupy the plant during April. Announced purpose: "To test educational functions if aerial warfare should come to New York." And so life goes on—from jitter to jitter.

UNION: Proposed ousting of 3 locals of the American Federation of Teachers will be decided by a referendum ending May 31, in which all members of AFT will vote. The locals whose charters may be revoked are: Local 5, Teachers Union of New York City; Local 537, New York College Teachers Union; and Local 192, Philadelphia Teachers Union. Local 5, largest, has a membership of 6,000, and all 3 locals have about one-third of the total AFT membership. Charges and counter-charges have been hurled by the AFT Executive Council and by the leadership of the 3 locals. Whether the rift at bottom is due to alleged communist influence among the 3 locals, or merely to a fight between two factions for control of the AFT is not conclusively apparent. The Council has called the 3 locals unruly, and the 3 locals have stated that the Council has a totalitarian attitude. This will be threshed out in the referendum.

CAMP SCHOOLS: British children evacuated from cities to rural camp schools are showing marked gains in health and self-reliance. The whole

course of education in Britain, reports the *New York Times*, is likely to be changed by the development of the national camp schools established for evacuees. They probably will become a permanent feature in England.

YOUTH: Unemployed young people under 25 were estimated at 2,000,000 in 1940 Census figures recently released. But the American Youth Council states that Census figures on youth in emergency work were 660,000 short of the actual number reported by the emergency agencies. The AYC points to other inaccuracies in the Census figures, and concludes: "It is safe to say that the problem of drawing all available young people into full productive activity within the regular economic system is one involving more than three million youth and probably closer to four million."

SUBVERSIVE: While conservatives were planning to investigate textbooks and charging that high schools are teaching subversive doctrines, Superintendent James M. Spinning was polling the 17,000 high-school pupils of Rochester, N.Y., to learn what they thought on the subject. He found that 99.22% approve the American form of government; that less than 1% had encountered textbooks which they thought might break down their loyalty to the U.S. A few of the pupils viewed with alarm the subversive ideas in *The World Almanac* and *The Man Without a Country*.

CONSUMER: We commend to all schools interested in consumer education the Junior Issue of *Consumers' Guide*. Copies may be obtained free by writing to Consumers' Counsel Division, Department of Agriculture, Washington, D.C. All of the articles are addressed specifically to children. A feature of the issue is a 4-page series of 31 cartoon panels, comic-strip style, entitled "The Adventures of Johnny Consumer", in which Johnny does the family marketing for the day, encounters problems, proves himself smart.

WINNERS: Public-high-school graduates fare better scholastically at Dartmouth College than students who prepare in private school, reports the *New York Times*. This was established by a 4-year study of the class of 1940. It happened that the class had exactly 325 public-school graduates, and 325 private-school graduates. Out of a possible

(Continued on page 512)

➤ EDITORIAL ➤

Confusion in Defense Training

IN RECENT WEEKS a wave of patriotic enthusiasm has swept over the nation. Countless thousands of Americans have begun to cast about for ways in which they can render service in the emergency. Some months ago we read of anti-parachute corps that were being organized and in at least some cases they armed themselves with shot-guns and squirrel rifles.

So many people were writing to President Roosevelt in May asking how they might better serve their country that the President was quoted as saying that there was no reason why the country should become "dis-comboomerated" by the defense necessities and that women should not give up cosmetics and chocolate sodas because of defense needs.

But the call has gone out persistently for people to serve in defense industries—news-papers, radio, movies, and street signs have proclaimed the need for skilled workers. By studying the Deisel engine, and at a private training school, one can contribute to national defense; by taking up air conditioning, at home "at small expense" one can help to defend his country; and, of course, by going to aviation school one can become an immediate savior of democracy. Indeed, a great confusion of voices has spoken to the average lad of eighteen to twenty, and this confused lad has not been able to understand just what is expected of him.

Of course, there are many types of emergency training for older and more experienced workers—those already employed. For the present, we are not writing about this group, although much can be said of this training program. But the long-range efforts to train pilots, mechanics, and skilled workers of all types, from the younger men

available, have few earmarks of a carefully thought out and coordinated scheme. Anyone can make a test to prove the point.

Ask any group of high-school senior boys about the training possibilities for any of the defense industries and tabulate the replies. You are likely to get a hodgepodge of responses that indicate a lack of basic understanding. Most replies will list the Army or the Navy as possible sources of defense training. But press the point a bit, and see how much they know about the qualifications for a ranking as flying cadet, the length of the training period, and the length of service.

If, by this time, you are not convinced that they know little or nothing about the "flying cadet" just go on with your questioning as to the emergency vocational education program, or the National Youth Administration, and to top off your questioning just bring in a mention of the Civil Aeronautics Authority program—all of these agencies have been directed so that they can care for emergency needs of the nation. Yet, as is so often true in a democracy, little attention has been given to plans for making clear to the average citizen just what part he should and can play.

To illustrate the hopeless dilemma that thousands of young men face, let us take the case of Wallace H.: Wallace is a husky high-school senior who has spent much time out-of-doors. He has an abundance of nervous energy, good eyes, good health generally, and a natural "talent" for machines. He is more mature than most high-school seniors. Wallace has caught the spirit of the day and he wants to do his patriotic duty. As a matter of fact the spirit of the day has played directly into his hands for he has always wanted to learn to fly.

Wallace first went to his teachers for advice. They didn't know much about the possibilities and they knew nothing that was authentic. They had the idea that he should join the Army. So Wallace traveled over to the county seat and looked up a recruiting sergeant. He came home crestfallen, for the sergeant had told him that he must have two years of college before he can get a ranking as "flying cadet". And the sergeant didn't tell him and probably didn't know that exemption examinations can be passed by many high-school graduates after only a short period of coaching and cramming.

Anyway, Wallace began to look for further information. He just wanted to learn to fly. Always his path led back to the private aviation school. There was no chamber of commerce or other group in his town sponsoring a non-college Civil Aeronautics Administration ground-school course. In fact, no one to whom he spoke so much as knew about the Civil Aeronautics Administration.

There was no vocational-education program in the school in his home town and indeed none in towns nearby. There were no "defense institutes" or cooperative engineering colleges that he could enter, so Wallace has decided to settle down in his father's store and await the draft.

No one can be sure that Wallace would make a good pilot, but there are thousands of boys similarly placed many of whom

would make good pilots. They just don't know how to go about locating training opportunities. We get the confirmation from their teachers of our belief that many thousands of boys are in the same dilemma that Wallace faced. The teachers themselves just don't know what is happening in defense training and apparently no one in authority has taken the least trouble to inform them.

But more especially should we be concerned over the fact that apparently no one has the information that Wallace desired—not even in the Nation's capitol. A recent appeal to the United States Office of Education for information on the present status of emergency training and training opportunities brought this reply:

"We are now preparing a chart designed to show the training opportunities open under the Defense program and listing the major occupations for which training is being offered.

"I shall be glad to send copies in advance of publication."

Surely there is urgent need for coordination of the training work of public schools, NYA, CCC, and the various emergency-training agencies. There is every reason to believe that we can expect an even and uneventful flow of personnel to the proper training agencies only when teachers are informed concerning training opportunities, so that they can pass the word along to their pupils.

F. E. L.



Ticklish Situation

For one hour, a high-school boy of highly unsavory reputation leered at a teacher in such insulting fashion that she had the greatest difficulty in proceeding with the lesson. After her first panic and consequent checkup of her appearance, she finally recalled the fact that the boy was of very low intelligence and unfortunate background, whereupon she decided to ask him to stay after class to explain his attitude.

"Herbert," she said to him, "I would like you to tell me why you grinned at me during the class hour today."

Herbert was amazed. "Grinned at you?"

"Leered would be a better word."

Light broke slowly over Herbert and he opened his shirt. On his bare chest, there was a small, live turtle. "When it moves, it tickles," he explained.

—MARION M. LAMB in *Business Education World*.

SCHOOL LAW REVIEW

The Illegally Dismissed Teacher

By DANIEL R. HODGDON, PH.D., J.D., LL.D.

The state of California has a tenure statute which provides tenure for all teachers after they have completed three entire consecutive years in a position or positions requiring certification qualifications, and are thereafter reelected for the succeeding school year. This law applies to all teachers in the state, except teachers in school districts having less than 850 pupils, for which the law provides:

"Every employee of a school district of any type or class having an average daily attendance of less than 850 pupils, who after having been employed by the district for three complete consecutive school years in a position or positions requiring certification qualification . . . is reelected for the next succeeding school year . . . may be classified by the governing board as permanent employees of the district. If said classification be not made, the employee shall not attain permanent status and may be reelected from year to year thereafter. . . ."

In other words, teachers in districts having more than a daily attendance of 850 pupils acquire tenure upon reelection for the fourth year of service, and teachers in districts having less than this number may have tenure at the discretion of the board.

In a district where a school board claiming a daily attendance of less than 850 pupils made yearly contracts with its teachers with the idea of employing the teachers for one year only, a question arose over the status of the district and what section of the law would apply. If the children of the kindergarten were added to the daily attendance, the first section of the tenure law would apply, and the teacher obtain permanent status automatically. But if the attendance of the kindergarten were left out of the total daily attendance, the second section of the law would apply, and the teacher would obtain the status of a teacher on tenure after serving the probationary period only at the discretion of the school board.

The court held that the attendance of the kindergarten must be added to the daily attendance, since the constitution of the state (article 9, section 6) provided that

"It is ordained that the public school system shall include day and evening elementary schools and such day and evening secondary schools, technical schools, kindergarten schools . . . as may be established by the legislature, municipal or district authorities."

This addition would bring the district under the first section of the statute, providing for automatic tenure of teachers.

In the action for salaries due teachers who had been illegally dismissed, the court held that the salaries of the teachers who had attained the status of permanent employees are obligations of the school board which must be paid and such payment cannot be excused by the fact that the board does not have the money available for the payment of such salaries.

A further question raised in this case was whether there is imposed upon a teacher the duty to seek remunerative employment during the period when the question of reinstatement is being litigated, or if employed during such period, must the teacher remit any remuneration received, the same to be applied as a deduction from salary ordered to be paid the teacher illegally dismissed. The court held, in line with the general rule, that where a teacher is prevented by the employer from performing his contract or rendering any service, the teacher is not bound to seek other employment. The court further held that:

"The action of the school board in making yearly contracts with the teachers with the idea of employing them for one year only, is not determinative of their status, but that when by operation of law a teacher is entitled to classification as a permanent employee, the failure of the school board to so classify such teacher does not prevent the classification, but the same inures by operation of the statute." (*LaRue v. Board of Trustees of Baldwin Park School Dist. et al.*, *DeFount v. Same*, Cal. 104 P. (2d) 689, Aug. 5, 1940.)

Local Board vs. Tenure

Education is a governmental function, not a local function. The legislature of a state has the power to prescribe freely the terms and conditions upon which employees of the state or of municipalities of the state shall work, unhampered by the Fourteenth Amendment to the Federal Constitution and the provisions of a state constitution prohibiting the giving to private individuals of preferences, privileges or immunities other than those conferred by general law. Civil service laws (tenure laws) tend to promote efficiency of governmental employees

and therefore should be regarded with favor.

A board of education or a city cannot set up as against the state a by-law that runs counter to a legislative enactment. If a board of education prohibits marriage in its by-laws and makes it a cause for dismissal, the by-law is void and unenforceable unless it is listed among the causes specified for the dismissal of teachers on tenure. The contention that the by-law became a part of the contract of the teacher is untenable. The state or legislature has the right to discharge its obligations created by its agent, the board of education (which is not a local representative of the people) in favor of the state or its creatures. An act placing teachers on tenure or civil service becomes a part of the teacher's contract, and a by-law antagonistic to the statute must give way. The board of education cannot acquire rights against its creator, the legislature. A board of education or municipal corporation created by a state for the better ordering of government has no privileges or immunities under the Federal Constitution which it may invoke in opposition to the will of its creator.

A provision of a board which states that married women shall not be appointed as teachers, and that marriage of any woman teacher shall be equivalent to an immediate resignation and shall terminate her contract of employment, becomes null and void when the state provides for tenure of all teachers and does not specify marriage among the causes for dismissal.

A statute establishing civil service for teachers of a city and providing the teachers shall be deemed to be under civil service if employed by the board of education for a third year places a teacher upon civil service upon employment for the third year. She cannot be dismissed at any time during the third year of service, since the statute does not require that the teacher should serve three years before attaining tenure rights. (*City of Knoxville et al. v. State ex rel. Hayward, Tenn.* 133 3. W. (2d) 465, Nov. 25, 1939.)

NOTE. Excellent provision for Tenure Act in this case.

Appointment Not a Contract

A teacher, elected by the board of education, who performs the duties of a teacher for a period of time without a written contract properly executed is not legally employed as a teacher of the school district if a written contract is required by the statute.

A teacher had been employed by a school district under a written contract for two years and was elected for the third year. A contract for the third year, in the form prescribed by law, was signed by the secretary of the board and by the

teacher, but was not signed by the president of the board of education. Apparently the board of education had ratified this contract by paying the teacher's salary, but the court refused to sustain a writ of mandamus to compel the president of the board to sign the contract.

The tenure statute provided that all teachers employed on the effective date of the act should be on tenure. The teacher, although drawing a salary and actually employed and elected for the year by the board which had ordered a contract to be made with the teacher, was not considered to be in the employment of the board. This, of course, because the president of the board whose duty it was to carry out the will of the board and comply with the statute had failed to sign the contract. Since this was a ministerial duty on the part of the president of the board of education, it would seem that a mandamus should have been issued to compel the president to sign as an agent of the board and of the state requiring the contract.

This is clearly an example of a case where teachers should have some knowledge of their legal rights and responsibilities. School law and its philosophy should be as much a part of a teacher's preparation for his work as business law, banking law, medical jurisprudence are to their respective fields. If the teacher in this case had been given a proper course in educational jurisprudence, he would have insisted on a written contract properly signed as required by law before entering upon his duties. However, this case has some elements that seem to hold contrary to the usual laws of contracts. There was at least a constructive or implied contract. There was also a written contract in existence and a ministerial duty of the president to sign it. For the president's failure to perform his duty properly, an action for damages should have been brought against him. Board members are personally liable for failure to perform ministerial duties imposed on them by law. (*Walters v. Topper et al, Pa.*, 11 Atl. (2d) 649, March 2, 1940.)

Improper Assignment

A teacher may not be dismissed for unsatisfactory service if her board has assigned a teacher on tenure to a position for which she is not qualified, or licensed to fill. Where a teacher obtained her tenure in a subject or group of subjects and was thereafter assigned to be librarian and a teacher of library science, for which she was neither qualified nor licensed, and thereafter dismissed because she did not have the proper license, the court ordered her reinstatement. The board possessed only the statutory right to assign a teacher to any duties for which she is qualified. (*In re. Wormer, Appeal of Osceola Borough School District* 337, Pa. 349, 11 Atl. (2d) 147, February 1, 1940.)



BOOK REVIEWS



ORLIE M. CLEM and JOHN CARR DUFF, *Review Editors*

Liability for School Accidents, by HARRY N. ROSENFELD. New York: Harper & Brothers, 1940. xvii + 220 pages, \$2.

There are some people who share Mr. Bumble's private opinion that "the law is an ass". This misapprehension is due mainly to the fact that persons not familiar with the devious intricacies by which the legal mind arrives at conclusions are prone to consider many such conclusions illogical and unreasonable. Mr. Rosenfield is an instructor in School Law at New York University. Knowing something about education and a great deal about the law that applies to the personal liability of teachers in case of injury to students participating in school activities, Mr. Rosenfield has set down clearly the basic principles to be observed by all who prefer to be within the law.

Since teachers know so little and care so little about the legal technicalities pertaining to their practice, it is not surprising that we have left ourselves wide open for damage suits, suits brought sometimes by unscrupulous persons. The implications of this interesting book seem to be that

teachers, not individually but cooperatively, through their organizations, should obtain whatever improvements in the conditions of employment and whatever changes in the law seem desirable to protect a teacher from the hazards of personal liability except in cases where personal negligence is involved. Most accidents take place in connection with activities mistakenly called "extracurricular" and the teacher is adequately protected only where his board of education has, by formal resolution, defined as curricular—i.e., as an authorized part of the educational program—all such activities. J. C. D.

A School in the Country, by CHALMER RICHARDSON. New York: Greenberg: Publisher, Inc., 1940. 251 pages, \$2.

This book is a novel. The sub-title is "The Adventures of a Small Town Superintendent." There are too few books that glorify school teachers and hardly any that glorify superintendents. We should be grateful for this one, even if it is not the Great American Novel. It is told in the third person and does not pretend to be autobiographical, so it is not

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to be compared with *The Country Doctor* and other books in the doctor-lawyer-editor series we have read during the past three or four years. But it is a sympathetic treatment written with some first-hand knowledge, apparently, of the trials and the rewards incident to the career of a superintendent of schools in a small country town. Maybe the author has drawn Superintendent Thompson in such a way that the portrait is idealized, but this is compensation for some less flattering things that have been written and said about the men who may be pleased to find themselves for once so well understood, the thousands of men who daily share the responsibilities for piloting the complex affairs of "a school in the country."

J. C. D.

Classroom Administration and Pupil Adjustment, by CHARLES MYRON REINOEHL and FRED CARLETON AYER. New York: D. Appleton-Century Co., 1940. xiv + 525 pages, \$2.75.

This volume is a splendidly organized and clearly written treatment of elementary school-administration. It might be characterized as the hybrid of Bagley's *Classroom Management*, and Carpenter and Ruff's volume, *The Teacher and High School Administration*. It has the painstaking analysis and treatment of Bagley's earlier volume applied to the classroom activities of the modern teacher. It implements further the frontier idea of Carpenter and Ruff in recognizing the classroom teacher as an administrator in his own right. The authors define the function of the volume as follows:

"The professional purpose of this book is to place the educational aspects of classroom organization and pupil adjustment upon a modern functional basis. The practical purpose is to help teachers at work and students in preparation to solve, in a more effective way, all problems which have to do with the indirect or extra-teaching duties of classroom teachers."

The book is an outgrowth of a course in school administration which the authors have developed over a number of years. It deals with the conventional topics considered in texts on administration, and in addition places particular stress upon school life activities, classroom and equipment standards, curriculum construction, and closing the school year. Much emphasis is given to the problem of pupil adjustments.

For comprehensiveness of topic selection and thorough treatment of topics selected, this is one of the most "meaty" volumes which has come to the reviewer's attention. It was Cervantes who said, "There is no book so bad but something good may be found in it." Likewise, a dart of criticism may be directed at the best book. Hence the reviewer

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The volume impresses this reviewer as having taken its frame of reference from the Charters-Waples *Commonwealth Teacher Training Study*. Such a philosophy holds that: *There are just certain administrative duties which the teacher should perform. Here is the way to perform them.* In keeping with this philosophy, we find the following statement in the editor's introduction:

"From the first to the last page the book is dominantly practical. Following a clear-cut presentation of what should be done, the chief contribution of each chapter reveals just how the teacher is to bring about the desired results. How to begin the first day, how to set up a schedule, how to arrange the room, how to keep records, how to improve attendance, how to improve discipline, how to organize play, how to organize a library—these and a hundred other duties are explained in practical detail."

To reduce teaching to such rule-of-thumb appears to this reviewer to do injustice to the profession. He has never accepted the Charters' analysis point of view. It is too much of a cash register

system. The most important values in education are in the field of insight, intuition, and inspiration. The Charters' orientation places little emphasis on the dynamic and creative.

O. M. C.

The New Scholasticism: Essays on Education, by JOHN STAFFORD MACCROTTCH, Rector of the University of Dundee (Scotland). London: J. M. Dent and Sons, 1939.

Dr. MacCrottch is an iconoclast. He hates most books on pedagogy, but especially those written in the United States. They annoy him so much that he goes so far as to say that while he is categorically against book-burning, he sees no reason for not tearing out a few pages from any available copy of a teachers college publication and using them to light a fire in his study. Scottish winters being what they are, he is glad to announce that if he doesn't get a new supply from the mid-western normal colleges pretty soon he will have to begin using last year's copies of the *Scotsman*, the Edinburgh daily.

Why is it, asks the Doctor, that the least interesting members of the American faculties are invariably the professors of education? And the duller books issued by the publishers those on education in all its branches? Dr. MacCrottch spent two years in this country investigating the secondary schools under

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the Scottish Education Act of 1936, and his questions come after an extended study of our system:

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Of particular interest to us is the essay on "What Price Supervision?" In Scotland, we are told, the strenuous examinations set for candidates in the secondary-school system select a type of person who would resent supervision as a thing beneath his dignity. The only time that a principal would venture into the classroom would be after a series of unfortunate examination results, or after persis-

tent rumors from teachers of a higher form and from students warning the principal that everything was not right with Mr. Chips. As situations of the sort just mentioned rarely occur, supervision is reduced to a friendly high tea every Thursday designed ever so subtly to promote a social esprit and to talk over school problems between nibbles on crumpets and biscuits.

Dr. MacCrottch maintains that the American tradition of secondary education stems from the political clubhouse while the English one comes direct from Oxford and Cambridge. An English principal of a school speaks to his equals in scholarship and breeding while an American principal too often represents a chap with an ability to endure pedagogy courses, blow his own horn, and tell risqué stories. Thus the tone of supervision in our high schools is distinctly that of a shop foreman smelling out ca'canny among his staff. It is seldom inspiring. It does not by example set standards but must depend on over-inflated textbooks on supervision to do what should have been done in the first place by the character of the principal himself.

"It would be better," continues the Doctor, "to read and re-read the Socratic dialogues recorded by Plato, the simple wisdom of Rousseau, Pestalozzi and Froebel, the pertinent psychology of William James and Madame Montessori, the modern philoso-

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A Decade of Progress in the Preparation of Secondary-School Teachers, by H. A. SPRAGUE. New York: Bureau of Publications, Teachers College, Columbia University, 1940. viii + 170 pages, \$1.85.

This doctorate study should be read by all who have either a theoretical or practical interest in the development of secondary education. It is concerned with the program for the training of secondary-school teachers in teachers colleges and normal schools during the last decade.

These century-old state schools, despite their covenant with tradition, have undergone significant changes. The first normal schools emphasized review courses, educational theory, and practice-school training. Later the review courses yielded to advanced professional subject-matter courses and cultural background courses. Finally, differentiated curriculums were developed by adding to and reorganizing the general-education and advanced subject-matter courses.

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define the character of background or culture content courses. From these citations Dr. Sprague derives the following criteria for culture courses:

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5. They should have an understanding of the contributions of the various stages of civilization to the better known fields of human knowledge.

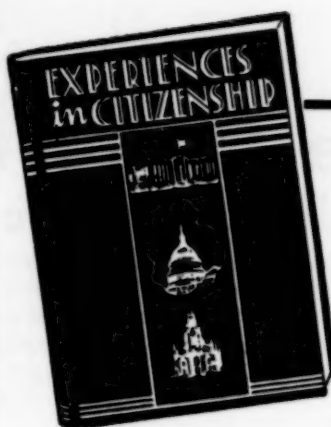
6. Election privileges should tend to decrease as the program for the professional education of teachers becomes more clearly defined.

7. Synthesis and articulation of related fields of knowledge are to be sought in general education.

In the area of background courses, the author finds in the last decade a tendency away from traditional academic subject-matter courses and toward functional courses in everyday human experiences. There has been a marked increase in course prescriptions in the field of science, a slight increase in literature courses, a decrease in art and music courses, and a pronounced increase in health and physical-education courses. Orientation and survey courses have shown a great growth. There has been a marked decrease in the amount of election allowed students, thus indicating a clearer definition of professional values.

In the province of education courses there has been a definite trend toward organizing differentiated courses to meet the needs of teachers in the special field of secondary education. Greater emphasis has been given to the psychology of adolescence, psychology for high-school teachers, and the psychology of learning in the secondary field. Requirements in the principles of teaching and the technique of teaching have decreased, as well as in organization and management. The treatment of junior-high-school problems in separate courses is becoming less common. Student-teaching requirements have greatly increased in the last decade. The same is true of courses in tests and measurements. As in the case of culture courses, there is an emphatic trend toward prescription and away from promiscuous election.

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"With the clearer definition of professional objectives and the added emphasis upon cultural background, professional scholarship, and margins of subject matter in related fields, there seems to be a definite tendency toward extending the program of preparation for secondary-school teachers beyond the minimum four-year requirement." O. M. C.

The Training of Mathematics Teachers, by IVAN STEWART TURNER (The National Council of Teachers of Mathematics). New York: Bureau of Publications, Teachers College, Columbia University, 1939. xiii + 231 pages, \$1.75.

This volume reports a comparative study of the training of teachers of secondary-school mathematics in England and Wales and the United States. The author conceives that adequate training of mathematics teachers should consist of a broad general or cultural education; intensive training in the subject matter of mathematics; professional training in the narrower sense which restricts it to education and psychology; practice teaching. He justifies his study on the basis that previous studies have left many questions unanswered concerning the training of mathematics teachers. He posits seven major questions.

The general plan of the study consists in the author's setting up nine criteria for judging the preparation of teachers of mathematics. The author then appraises the strengths and weaknesses of the two countries in terms of the criteria, which follow:

- (1) Mathematics teachers should receive a thorough course of training in mathematics, (2) This training should be given in a university or an institution of equivalent rank by teachers who are themselves mathematicians of outstanding competence, (3) Mathematics teachers should study the important branches of pure mathematics, mechanics, the history of mathematics, applications of mathematics,

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etc., (4) Mathematics teachers should make a less extensive study of some subject, preferably one closely related to mathematics, (5) The teacher, during his period of active service, should strive to progress in his acquaintance with and mastery of many aspects of mathematical knowledge, (6) A period of professional training is a necessary part of pre-service training of mathematics teachers, (7) The content of this course of professional training should be organized principally for the purpose of training teachers for teaching mathematics, (8) Mathematics teachers should be equipped to teach at least a second (and preferably an allied) subject, and they should therefore undertake a course of professional training in this second subject, (9) This period of professional preparation of mathematics teachers should include some courses in the theory and practice of education and in psychology.

Dr. Turner considers the strengths of England and Wales' program to be as follows: emphasis on mastery of subject matter, high qualifications of university teachers of mathematics, long period of practice teaching. The most significant weaknesses are: narrow academic training in mathematics, short special methods courses, little provision for in-service academic and professional training.

Strengths in the program of the United States for the training of mathematics teachers are: variety and range of academic courses offered, variety and range of courses in education, opportunities for both academic and professional in-service training. The weaknesses: low standards in subject matter, omission of mechanics from the academic courses in mathematics, frequent limitation of practice teaching to only one grade, failure to utilize the opportunities for in-service academic training in mathematics.

O. M. C.

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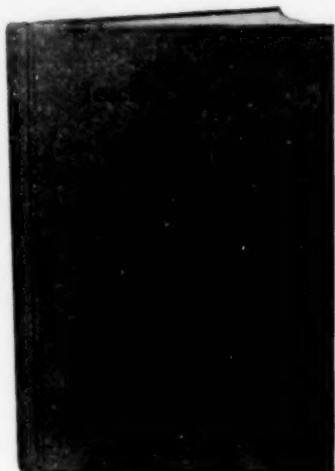
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